



Academic Catalog

2025-2026

The material in this publication does not constitute a legal contract between the student and the College. It is a series of guidelines that are as recent and accurate as possible at the time of publishing. Central Christian College of Kansas reserves the right to make adjustments at any time without previous notice. The College does not assume responsibility for any editorial, clerical, or programing errors associated with the publication of this catalog. There is often a gap between approved modifications and publication of the catalog.

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INTRODUCTION

Our Vision

Central Christian College aspires to provide a transformative educational experience rooted in Christ, to any person desiring to become a faithful steward of **heart, mind, soul, and strength**.¹

Our Mission

Central Christian College of Kansas, a Free Methodist Christian College aligned the Wesleyan-Holiness tradition, is dedicated to educating men and women of character who will impact the world for Christ. The mission statement, “**Christ-Centered Education for Character**,” affirms the ethos that has inspired the College since its inception. Through our residential program centrally located in McPherson, Kansas, and through our global online learning environment, our mission drives us forward to higher levels of excellence and distinction as we seek to glorify God in our programs.

Our Outcomes

Recognizing the *perspective* of the College, which focuses on a Christ-Centered approach to defining its function(s), Central Christian College of Kansas has chosen to use the life of Christ to distinguish how Character is to be interpreted. In Luke 2:52 the gospel writer asserts Jesus “grew in wisdom and stature and in favor with God and man.” In other words, Christ’s life reflected the type of character that allowed him to be wise, revered, and respected. Furthermore, this description captures the holistic reality of humanity, recognizing both the relationship humanity has with its Creator, as well as relationships within creation.

Understanding how Jesus grew in wisdom, stature, and favor provides a roadmap in defining character. Jesus Himself provides this insight when He described His own perspective concerning the objective of His life energies. In Mark 12:28-30, Jesus responds, “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength”.

In acknowledging this as the “Greatest Commandment” Christ elevated these four criteria as terminal values, representing the highest ideals of human functioning. In turn, each criterion represents an essential element of character, which allows the individual to grow in wisdom, stature and favor. These same ideals serve as the basis through which Central Christian College has chosen to measure the effectiveness of its mission.

It is important to note that there is no hierarchal structure to these four elements. One is not necessarily more important than another and no one element can be viewed

in isolation from the others, since the four operate in tandem, and in deference to God.

These four character outcomes (The CORE4) serve as the virtues toward which the College presumes every student should demonstrate progress during his or her residency and beyond. The CORE4 represents the outcomes Central Christian College of Kansas uses as a gauge relative to the fulfillment of its mission, including its academic programming. These four character outcomes serve as the virtues toward which the College presumes every student should demonstrate progress during his or her interaction with the College.

- **Heart:** We believe that graduates should demonstrate civic and moral leadership, in order “to do good; seek justice, and correct oppression.”
- **Soul:** We believe graduates should demonstrate an appreciation for the Lordship of Christ, “not lagging in diligence, fervent in spirit, serving the Lord.”
- **Mind:** We believe graduates should demonstrate reasoned and productive lifestyles, filled with the “Spirit of God, with wisdom, with understanding, with knowledge, and with all kinds of skills.”
- **Strength:** We believe graduates should demonstrate dispositional strength and behavioral readiness, so that they “never tire of doing what is good”.

This perspective assumes a comprehensive approach to the educational experience. It also assumes that faith and learning need not be considered two elements requiring integration. Rather, it recognizes that all truth is a reflection of Truth. Students, as they engage in curricular, co-curricular, and extra-curricular offerings will have opportunity to engage truth at all levels and therefore be afforded the chance to grow in heart, mind, soul, and strength.

Our Core Values

As a member of the Association of Free Methodist Educational Institutions (AFMEI), upholding the Wesleyan-Arminian tradition, the College holds to essential Core Values that articulate the ideals guiding the operations of Central Christian College of Kansas in pursuit of providing a Christ-Centered Education for Character. These Core Values provide a conceptual framework by which the College holds itself accountable. They include:

- **Truth:** Acknowledging that God is the source of All Truth, we emphasize a balanced application of Scripture (as first authority), reason, tradition and

¹ Revised in 2020

experience as the primary approach to interpreting Biblical wisdom, gaining guidance to moral questions, stimulating intellectual curiosity, affirming the veracity of discovery, and interacting with creation.

- **Spiritual Growth:** Granting that God has called every individual to full devotion to Christ, we are committed to providing an environment through which each individual can develop and sustain a maturing relationship with Christ and the Community of Christ.
- **Comprehensive Education:** Affirming the transformative role of education, we work to sustain an integrated educational experience focused on developing virtuous and responsible citizens, reflecting the likeness (eikoina) of Christ.
- **Excellence:** Knowing that excellence provides an opportunity to honor God and inspire people, we promote an environment of innovation, where people are equipped and encouraged to serve with distinction.
- **Prayer:** Recognizing God's invitation, we continually and consistently utilize prayer as the primary means through which we seek guidance and counsel, articulate our praise and thanksgiving, and ask for His action and intervention.
- **Community:** Appreciating that God has uniquely created each individual, we seek to provide an environment where each person is treated with respect and dignity, while also being invited to seek meaningful avenues of collaboration and mutual edification, as interdependent members of the Body of Christ.
- **Integrity:** Believing that our actions reflect on the character of Christ, we adhere to the highest moral and professional standards practicing reasonable transparency and accountability in all our actions and administration.

Our Beliefs

Central Christian College of Kansas is affiliated with the Free Methodist Church of North America and a member of the Association of Free Methodist Educational Institutions. In accordance with our denominational affiliation to the Free Methodist Church, and so that we may wisely preserve and pass on to our posterity a heritage of holiness, as informed by an Arminian-Wesleyan legacy and the holiness movement, the College remains subject to the rules, regulations, and statements articulated in the Book of Discipline, as from time to time adopted by the General Conference. In alignment with its affiliation, the College maintains the following Statements of Belief. These are not exhaustive, but represent a survey of our beliefs, which are further amplified in the Book of Discipline.

- We believe in one God, the Holy Trinity: Father, Son, and Holy Spirit, as revealed in the Christian scriptures known as the Holy Bible.
- We believe that Jesus Christ is God's incarnate Son who lived a perfect life on earth, proclaiming God's reign and establishing a community of disciples; who sacrificially died on the cross for the sins of all people; who rose in triumph from death, accomplishing salvation for all who truly believe in him; who is now at the Father's right hand interceding for us; and who will return to earth in victory, judging all people and establishing his everlasting Kingdom.
- We believe in the Holy Bible as the inspired and authoritative Word of God. It bears unerring witness to Jesus Christ, the living Word. It is the trustworthy record of God's revelation, completely truthful in all it affirms, attested by the early church and subsequent councils, faithfully preserved and true in human experience.
- We believe that human beings, men and women equally, are created in the image of God and are called to be his faithful stewards on earth. Although all people have become alienated from God and affected in every part because of sin, by God's grace all who truly repent of their sin and believe in the Lord Jesus Christ are justified by faith, and adopted into the church, the people of God.
- We believe that repentance and belief in Christ are evidenced by commitment to a life of obedience to the authority and commandments of the Bible as interpreted through sound exegesis and a traditional biblical hermeneutic.
- We believe that every person is created in the image of God and that human sexuality reflects that image in terms of intimate love, communication, fellowship, subordination of the self to the larger whole, and fulfillment. The Bible uses the marriage relationship as the supreme metaphor for His relationship with His covenant people, one God with one people. God's intends for human sexuality to be expressed only in a monogamous lifelong relationship between one man and one woman within the framework of marriage; a divinely designed relationship to perpetuate humankind and to provide a stable family community for nurturing members in faith and righteous living.
- We believe that God not only counts believers as righteous, but that he makes them righteous; freeing them of sin's dominion at conversion, purifying their hearts by faith and perfecting them in love by his Spirit, and providing for their growth in grace through God's participation at every stage of their spiritual life, enabling them through the

presence and power of the Holy Spirit to live a victorious life of righteousness.

- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.

Our Accreditation

Central Christian College of Kansas is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456; <https://www.hlcommission.org>).

In 2009, Central Christian was recognized by the Kansas State Department of Education to begin offering Elementary Education and Secondary Education Programs (as approved).

Central Christian has been approved to offer education for those who qualify for educational benefits under the Veterans Administration Educational Program. Central Christian College of Kansas has also been approved by the U.S. Office of Education for administering federal programs of student aid.

Our Governance

The College was founded in alignment with the Free Methodist Church and continues to affirm that denominational affiliation. As a member institution, in the movement called Free Methodism, we share the same passions, ideals, and beliefs, which help provide guardrails and purpose as the College interacts with greater culture. Our affiliation helps define our missional approach, governance, and the policies and procedures used to guide operations.

Central Christian College of Kansas is governed by a Board of Trustees of which at least 25% are required to be members of the affiliated denomination the Free Methodist Church of North America. Included in this self-perpetuating body are alumni and friends of Central Christian College of Kansas who are willing to give of their talents and resources to support and advance Central Christian College of Kansas.

Our Affiliations

- American Association of Collegiate Registrars and Admissions Officers
- Association of Business Administrators of Christian Colleges
- Association of Christian Schools International
- Association of Free Methodist Educational Institutions
- Center for Urban Studies
- Christian Council of Colleges and Universities
- Christian Adult Higher Education Association
- Council for Advancement and Support of Education (CASE)
- Education First
- Fellowship of Christian Police Officers
- Free Methodist Church – USA
- FM Financial
- Higher Learning Commission (North Central Association of Colleges and Schools)
- Hispanic Association of Colleges and Universities (HACU)
- InVest Program (Insurance)
- Jerusalem University College
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Department of Education
- Kansas Association of Insurance Agents (KAIA)
- McPherson Chamber of Commerce
- McPherson Main Street
- McPherson Ministerial Alliance
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Christian College Athletic Association
- National Alliance of Concurrent Enrollment Partnerships
- Shukutoku University
- The Kansas Independent College Association and Fund
- Tottori University
- United States Office of Education for Administering Federal Programs

GENERAL POLICY & PROCEDURES

Consumer Information

Prospective and current students can locate important information about Central Christian College of Kansas on the College website at

<https://www.centralchristian.edu/about/consumer-information>. This page includes links to information and disclosures concerning enrollment at CCKK.

Every effort is made to ensure that the presentation of this information complies with the policies of the Department of Education, which requires colleges and universities to publicly disclose various aspects of their policies and procedures. Prospective and current students are encouraged to review this Catalog prior to signing an enrollment agreement. You are also encouraged to review the data presented through the Office of Institutional Effectiveness found at

<https://www.centralchristian.edu/institutional-research/>

General Liability Statement

Students voluntarily assume any and all risks that notwithstanding the College's best efforts to implement and require compliance with prevention and mitigation measures. Students may be exposed to infectious disease, such as COVID-19, and that such exposure and illness may result in personal injury, illness, temporary or permanent disability, or even death. The College makes no statement of surety, guaranteeing or ensuring protection from possible exposure of contagion.

Enrollment may expose students to risks associated with participation, such as physical and/or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability, death or economic loss. These injuries or outcomes may arise from the actions of the student, or the actions of others, inactions, or negligence, or the condition of the location(s) or facility(ies). Nonetheless, the individual assumes all risks of participation, whether known or unknown, including travel to and from campus or any other events incidental to being enrolled at the College.

Notice of Non-Discrimination

Notice of Nondiscrimination:

- It is the intent of Central Christian College of Kansas, through its policy on equal opportunity, to comply with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Executive Order 11246, Section 504, of the Rehabilitation Act of 1973; and all related regulations.
- Central Christian College of Kansas, in compliance with these acts, does not discriminate on the basis of race, color, national origin, sex, age or disability in admission

or access to, treatment, or employment in its programs and activities.

- Inquiries related to Title IX, non-discrimination on the basis of sex, Titles VI & VII of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act, may be referred to the Title IX Coordinator, 1200 S Main, and McPherson, Kansas 67460 (620-241-0723, ext. 120).

Nondiscrimination Policy in Employment:

- It is the policy of Central Christian College of Kansas to afford equal employment opportunity without regard to an individual's race, color, sex, national origin, disability, medical condition or age in hiring, retention, termination, promotion, wages and benefits, privileges, working conditions and in the application of any policy, practice, rule or regulation. Functioning as an integral part of the Church, we can and do discriminate on the basis of religion in hiring, but only to the extent permitted by applicable law.
- Central Christian College of Kansas, as a Free Methodist institution, adheres to the covenantal and constitutional guidelines, delineated in the 2019 Book of Discipline, paragraph 4810+, consistent with the history, theology, mission and character of the Free Methodist Church. Employees of Central Christian College of Kansas are expected to adhere to these policies and to abide by the lifestyle expectations associated with the Book of Discipline as guidelines for Christian living. These guidelines are taken into consideration during the hiring process. For an online copy of the most recent Free Methodist Book of Discipline, visit <https://freemethodistbooks.com>.

Freedom of Expression

Freedom of expression is a natural extension of the free speech rights articulated in the First Amendment of the U.S. Constitution. While private institutions such as Central Christian College of Kansas are not legally bound by the First Amendment in the same way as public institutions, we affirm the essential role of free expression in the life of our College.

Rooted in our Wesleyan heritage and the values of the Free Methodist Church, Central Christian recognizes that the freedom to explore, discuss, and respectfully challenge ideas is critical to spiritual growth, social awareness, and academic inquiry. Free expression is also foundational to our practice of shared governance and to the cultivation of critical engagement among students, faculty, and staff—elements vital to preserving our mission and advancing the public good.

Accordingly, this policy articulates the College's commitment to freedom of expression while clarifying the responsibilities of individuals and the institution in exercising that freedom. It applies to all members of the campus community and reflects our belief that free expression, practiced within the bounds of mutual respect and institutional integrity, strengthens both individual development and our shared life together.

As a Christ-centered institution of higher education, Central Christian College of Kansas supports the freedom of expression of ideas. This support is woven into our theology, pedagogy, and operations, which affirm:

- The worth and dignity of all people and the limitless value of their God-given potential;
- A commitment to a diverse and inclusive learning environment;
- The power of a liberal arts education to foster critical thinking, broad vision, effective communication, sensitivity to the human condition, and a global perspective viewed within the context of our eternal journey;
- The value of lifelong service to others;
- The importance of ethical leadership that is inclusive, collaborative, and directed toward effecting change for the greater good;
- The directive to seek truth by harmonizing Scripture, reason, history, and tradition;
- The belief that professional and personal relationships among students, faculty, and staff should flourish in a community grounded in mutual trust and purpose.

Because of these commitments, the College encourages open and honest inquiry in all areas of academic, social, and spiritual life. We view freedom of expression not merely as a legal right, but as a redemptive tool—an invitation to seek truth, pursue justice, and engage in the transformation of society.

The College seeks to foster an environment in which diverse opinions, perspectives, and experiences are welcomed and examined through reflection, analysis, and respectful critique. We recognize that this may, at times, produce discomfort, disagreement, or even tension within the community. However, discomfort alone is not sufficient reason to suppress speech.

At the same time, the privilege of free expression carries with it the responsibility to exercise that freedom in a manner consistent with the College's mission and community standards. Freedom of expression does not grant the right to speech or conduct that:

Deprives others of their own ability to speak freely;

Threatens or endangers the dignity, safety, or well-being of others;

Is intentionally destructive to community cohesion, civility, or mutual respect.

All members of the campus community—students, faculty, staff, and visitors—are expected to engage in civil discourse, reasoned thought, sustained dialogue, and constructive participation. Civility and respect are not limitations on speech, but essential conditions for meaningful expression and transformative conversation. These ideals are exemplified in the College's CORE4 values: Heart (authentic & collaborative), Mind (critical thinking & creativity), Soul (devotion & diligence), and Strength (healthy & resilient).

The College reserves the right to take appropriate and proportionate action in response to behavior or expression that is inconsistent with its mission or that infringes on the rights of others to participate freely in the life of the campus.

Reasonable Limitations of Expression & Policy Enforcement

The College, as a private institution, affiliated with the Free Methodist Church of North America may restrict, sanction, and even prohibit expression that:

- violates state or federal law;
- violates any of the College's policies, procedures, and guidelines including, but not limited to, the College's policies against discrimination, harassment, and retaliation;
- constitutes slander, threats, or harassment;
- unreasonably invades individual privacy or violates confidentiality interests;
- denigrates or targets individuals due to ability, race, age, gender, disability, national origin, or religious belief;
- is overtly antithetical to the doctrine, values, and mission of the institution;
- is directly incompatible with the functioning of the College.

In addition, the College reserves the right to reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College. This policy and the College's reserved rights are not designed to constrain expression related to institutional governance, procedure, or policy.

Campus Events & Visiting Guests

Fundamentally, the College seeks to leverage educational and co-curricular resources such as classrooms, public forums, chapels, convocations, colloquia, and other mediums at its disposal, to promote civil discourse concerning issues of public interest.

As a private institution, the campus is not a public forum, the College seeks to balance the promotion of free expression, with an equally valued obligation to safeguard the freedom of the campus community to pursue mission-related outcomes free from disruption, harassment, and interference. Accordingly, the College prescribes parameters related to the time, place, and manner of expression.

Members of the campus community who desire to engage in public expression must first secure the endorsement of the Chief Student Engagement Officer.

- **Place:** Unless otherwise authorized, approved public expressions are limited to the Plaza and west lawn of Science Hall. Expressive activities are not permitted in classrooms, offices, library, residence halls, gyms, dining hall, hallways, or other business-related locations. The College reserves the right to relocate or suspend any assembly that becomes disruptive to the normal operations of the College or that violates College policy.
- **Access:** No sidewalks or building accesses may be blocked, or normal operations impeded.
- **Time:** The public expression event is limited to the date, time, and length as approved by the Office of Student Life.
- **Occupancy:** Participation may be limited in response to safety or disruption of daily activities.
- **Signage:** All signs, placards, banners, or other communication devices must be respectful, with no profane or defaming language or images. This is in keeping with the Campus Community Expectations Campus Community Expectations.
- **Devices:** Unless otherwise approved, no bullhorns, microphones, or other amplification devices can be used.
- **Scope:** No physical or verbal harassment will be tolerated. Participant expression is constrained to the subject matter approved for the specific event.

As a private institution, visitors are not considered part of the campus community and therefore do not share the same rights and privileges afforded members of the campus community. Unless formally invited by an official of the College to attend a sanctioned College event, visitors are not permitted to be involved in public expression on College property. Visitors who are not participating in an event in a manner consistent with the intent of the event or that violates the College's policies, as determined by College officials, will be asked to leave campus. In addition, visitors may not hamper the normal functions of the College or obstruct the freedoms afforded members of the campus community. Violators of this policy will be required to leave campus and may be referred to local authorities.

Academic Freedom

Academic Freedom is a specific principle of freedom of expression generally applied to scholars engaged in discipline-related teaching, learning, research, publication, and service. It is viewed as the foundation of intellectual culture at an institution of higher learning; designed to foster an environment of critical engagement and discovery. Fundamentally, Academic Freedom seeks to ensure that all teaching staff are provided the following powers:

- The ability to conduct evidentiary-based research, including the freedom to choose methodologies, draw conclusions, interpret findings, assert utilization, and determine the value of their work. These freedoms do not shield faculty from critique and standards designed to ensure research ethics.
- The right to select material for assigned courses, design content, define pedagogy, assign work, and assess performance, as appropriate under departmental standards and the mission of the College.
- The privilege to extend assertions and expertise beyond the classroom (extramural and intramural), providing observations into civic, cultural, community, and College matters of interest and concern.

Specific policy and procedures concerning faculty and students are articulated in respective handbooks.

Diversity & Respect Statement

In alignment with our heritage as a Free Methodist institution of higher learning, we commit ourselves to respect the worth of all persons as created in the image of God. As a campus community, residentially and virtually, we recognize the dignity and worth of all humans, regardless of classification or distinctions (Acts 10:34-35), and will respect one another as persons made in the image of God (Genesis 1:26-27) and redeemed by Christ's death and resurrection.

Racism represents a particularly egregious affront to the dignity and worth of persons. Therefore, we commit, not just to avoid or censure individual prejudicial attitudes and actions, but seek to redeem processes, systems, behaviors, and relationships that continue to perpetuate injustice, discrimination, and bigotry.

Accessibility

Due to the historic nature of the campus and its facilities, not all spaces are physically accessible to disabled persons. However, the College is committed to removing any and all barriers to providing accessibility and achievement of educational goals. Central Christian College of Kansas will take such means as are necessary to ensure that no qualified disabled person is denied access, excluded from participation, or otherwise subject to discrimination

because Central's facilities are physically inaccessible to or unusable by disabled persons. The accessibility standard required by federal law for existing facilities is that the recipient's program or activity, when viewed in its entirety, must be readily accessible to disabled persons. Central Christian College of Kansas may meet this standard through such means as reassignment of classes or other services to accessible locations redesign of equipment, assignment of aids, alteration of existing facilities, and construction of new accessible facilities. Central Christian College of Kansas is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Central Christian College of Kansas receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate officials, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the Colleges to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants to be changed and specify why it should be changed.

If Central Christian College of Kansas decides not to amend the record as requested, Central Christian College of Kansas will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Central Christian College of Kansas discloses

personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Central Christian College of Kansas discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the Central Christian College of Kansas in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the Central Christian College of Kansas who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Central Christian College of Kansas.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Central Christian College of Kansas to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosure without consent

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Central Christian College of Kansas whom the

school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to

the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Central Christian College of Kansas has designated the following categories of student information as public or "Directory Information." Subject to the qualifications and exceptions outlined below, such information may be disclosed by the College for any purpose, at its discretion.

Directory Information Categories

- Category I: Name, dates of attendance, and enrollment status
- Category II: Address, telephone number, class level, place of birth, campus email address, and photograph
- Category III: Previous institution(s) attended, field of study, awards and honors (including Dean's List), and degrees conferred (including dates)
- Category IV: Participation in officially recognized sports and activities, height and weight of student-athletes, and date and place of birth

Currently enrolled students have the right to withhold disclosure of any or all categories of Directory Information. To exercise this right, a student must submit a written request to the Office of the Registrar by September 15 of the academic year. Forms to request the withholding of Directory Information are available in the Registrar's Office.

Failure to submit a timely request to withhold Directory Information constitutes approval for the College to disclose such information. If a student does request non-disclosure, the College will not release the specified information to any non-institutional party, unless required by law.

The College will honor all timely requests to withhold Directory Information but will not assume responsibility to

contact a student for future permission once a non-disclosure directive is in place.

The College assumes no liability for honoring requests to withhold information.

The College is not required to begin disclosing Directory Information after a non-disclosure request expires unless the student provides a written request to lift the restriction.

Students should carefully consider the implications of restricting Directory Information. Such restrictions may limit the College's ability to:

- Confirm enrollment or degree completion to employers, graduate schools, or other institutions
- Include the student's name in press releases, awards, publications, or event programs
- Provide recommendations or recognize the student publicly for achievements or participation in activities

Record Maintenance

An official copy of each student's academic record, including the transcript is maintained permanently by the Office of the Registrar. Upon graduation or withdrawal, other student records are transferred to the Alumni Office, where they are maintained indefinitely for archival purposes.

FERPA Releases

A student may complete a FERPA Release form to allow individuals not currently allowed under FERPA to have access to all or parts of their student record. This form shall remain in effect for the duration specified on the release form, not to exceed one year from the date of the release. The student is asked to provide a PIN or password that will help school officials identify the allowed individual before disclosing any personally identifiable information from the student's record. The student should ensure that the allowed party is provided with the passcode to use when requesting information. The FERPA Release form is kept on file in the Registrar's Office.

The student has the right to revoke access to their record at any time. This can be done by filing a Revocation of FERPA Release form with the Registrar's Office. Once this form has been filed, the individual listed will no longer have access to the student's record without the student's prior written consent.

Further information about FERPA policies is available at: <https://studentprivacy.ed.gov/>

Privacy and Personal Information – Emergency Procedures

For the purposes of disease investigation and controlling the spread of COVID-19 and other infectious diseases, if any member of the campus community (e.g. students,

faculty, staff, etc.) is identified as having close contact to a case some limited information including the contact's name and phone number will be shared with Public Health for the purposes of follow-up. Contact tracers will destroy any identifying information including the name and phone number once the close contact is no longer in quarantine.

Students wanting to opt out of this provision must make this request in writing and submit to the Office of Student Life, prior to the initiation of an investigation.

Copyright

Works created as part of a college course or degree program remain the property of the student. However, by enrolling in the College, students grant to Central Christian College of Kansas and its administration, faculty and staff, a license and permission to use their work for research and educational purposes which includes, but is not limited to, institutional and academic research projects, program review, and assignment examples.

No personally identifiable information will be included per Institutional Review Board standards for the protection of human rights. In addition, such information will be kept confidential in accordance with The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations. The College will adhere to all laws, ethics, and criteria for ensuring and protecting rights to privacy and identity.

Central Christian College of Kansas monitors student work for plagiarism, including the use of anti-plagiarism applications, tools, and services. Central Christian College of Kansas maintains the right to submit student work or require a student to submit his or her work to a plagiarism application, tool, or service at any time.

Additionally, Central Christian College of Kansas prohibits the sale of student work as a violation of the CCCK Academic Integrity Statement in the Code of Conduct.

In regard to student employees, this policy is upheld for all works created within their roles as students. Works created within their roles as employees are outside the scope of this policy and therefore, held to employee regulations.

Claims of copyright infringement will be investigated by the administration, and violations of school policy will be dealt with appropriately.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading

or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. Anyone found liable for civil copyright infringement may be ordered to either pay actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, at its discretion, also assess costs and attorney's fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the Web site of the U.S. Copyright office at www.copyright.gov.

Image & Recording Release

Central Christian College of Kansas (CCCK) may photograph, film, or record individuals on campus or at College-sponsored events for use in institutional communications, including publications, websites, social media, livestreams, and promotional materials. Attendance or presence at such locations constitutes implied consent to the use of one's image, name, or voice by the College, its affiliates, and authorized media outlets.

CCCK does not collect individual release forms for general campus photography, large group scenes, or public events. Individuals who do not wish to be photographed or recorded must submit a written opt-out request, with a current photo, to the Student Life Office by August 1 of each academic year. Those opting out are responsible for removing themselves from areas where photography is occurring or informing photographers of their opt-out status. The College will make reasonable efforts to respect such requests but cannot guarantee complete exclusion from all recordings.

By not submitting an opt-out request, individuals waive any claims against CCCK for the use of their image, voice, or name in institutional media.

History of Central Christian College of Kansas

Throughout its history, the driving force has been the same: Central Christian College is committed to providing quality education from a Christian worldview. In each celebratory moment and during each challenge, the focus continues to be on Christ. As we reflect on the committed Christians who have invested their lives and God-given talents into this school, we are grateful for their service and their sacrifices in the name of Christ. More than an accolade to any person, all glory returns to God for His provision for and guidance of this vessel we now call Central Christian College of Kansas. This is a part of her story.

The Beginning

Central Christian College of Kansas began as Orleans Seminary located in Orleans, Nebraska. The idea for Orleans Seminary evolved from a pastor's vision. The Rev. C. M. Damon, a Free Methodist farmer-preacher in western Kansas, wanted his children and their friends to have a Christian education. "I was working one day in my field," said Damon, "when all of a sudden there flashed from my mind, a thought from the Lord, a plan for a school which would not overload the work nor involve the church at large..." Damon shared his dream with other ministers in the area. With their support, he attended the West Kansas Conference meeting of the Free Methodist Church and presented a proposal to establish a school near Almena, Kansas. At the conference, however, Damon discovered that another group also had plans for a school in another section of Kansas.

The conference listened to both sides. Boosted by pledges of cash and labor totaling \$1,843.50, along with ten acres of land donated by the town of Orleans, the conference compromised: "In western Kansas and Nebraska, the region of homesteading, where our people have many families of young children and youth, and ordinary school advantages are not the best, we feel deeply the need of a Christian school....Our brethren of the north district have already taken...steps toward the location of an institution at Orleans, Nebraska...having excellent railroad communications and promise of heartiest cooperation and support of the community."

In September 1884, under the leadership of Principal Damon, Orleans Seminary (which included primary grades through post-high school) opened its doors. At that time, "seminary" designated a Christian school regardless of grade levels. Early records indicate that, for a time, Orleans Seminary was also known as Orleans College.

The West Kansas Conference, according to the 1886 conference minutes, hoped the school would be "a breakwater against infidelity..." and a leader in Christian education "...from Chicago to California and send out its

vital pulsations on behalf of the cause of Christ to remote parts of the earth."

Rustic conditions prevailed at the Seminary and in the surrounding area. Orleans was a small town (population of 1,000) in a farming community. Electricity and water were unknown in the town until sometime between 1907 and 1910. Overlooking the town, the two-building seminary housed administrative offices, dorm rooms, classrooms, chapel, library, kitchen and dining room facilities, faculty offices, and the principal's and matron's apartments. Each dormitory room had its own lavatory consisting of two wooden orange crates, curtain door, water pail and wash pan – all furnished by the students. Each room also had a small pot-bellied stove supplied with coal, which the students bought and carried from the coal house.

School social activities included jogging around the four-block campus, tennis for the older students, marbles for the younger students, and ice-skating parties on the nearby Republican River. The seminary catalog offered courses under the headings: Ancient Classical, Modern Classical, Normal, Scientific, English and Bible. Selected costs were as follows: board per week, \$2.50; rooms (lighted by electricity, furnished with bedstead, spring, mattress of tick, chairs and table, no heat) per week, 50¢; tuition per term, \$8; library fee per term, 50¢; diplomas, \$2.50; tea and coffee, per week, 15¢ extra.

As the years went by, the Seminary's financial woes mounted. For a time, the school's principal worked without pay. Saddled with debts, the Free Methodists sold the school to the Methodist Episcopal denomination in 1893. Returned to the Free Methodists in 1897, the school continued to flounder, and at the close of the 1911 academic year the school was ready to close. A wave of problems flooded the school such as few students (some with unpaid bills), unpaid faculty and expenses, small contributions, no principal, no catalog and rundown buildings.

A Free Methodist minister, the Reverend Ernest B. Crippen, came to the rescue. As acting principal, Crippen steered the seminary back on a straighter course. At the close of that school year, the college graduated one theological student and four high school seniors. In the commencement audience sat the Reverend L. Glenn Lewis. While realizing the difficulties involved, Lewis felt called to accept the position of principal.

A Move to McPherson

The highlight of Lewis' tenure occurred in 1914. Hampered by location and Orleans' sagging economy, Lewis and Free Methodist Church leaders moved the school to McPherson, Kansas, to the former site of Walden College, which was affiliated with the Covenant Church and had merged with

North Park University in Illinois. Orleans Seminary purchased the fifteen-acre campus, which boasted just one building, known as Science Hall, for \$10,750. Material belongings were transported by railroad from Orleans to McPherson.

Subsequently, Lewis became the first president (1914-1919) of the new Central Academy and College and Charles H. Watson became the first principal. Following the move to McPherson, the Orleans Seminary buildings were torn down, and a home was built on the former college site from the salvaged materials. The school faded into history; however, the struggling Orleans Seminary touched and shaped many lives.

Orleans Seminary alumna Mabel Moore Gilbert believed the Seminary's trials helped to pave the way for a healthy offspring – Central Christian College of Kansas. "I suppose we were underprivileged, but we didn't show it," said Gilbert. "Most of us rejoiced because we were so fortunate. We had association with other Christian young people, good church privileges, and the influence of Godly teachers. These are the things that help build character," she said. "Orleans Seminary and Central have those essentials in common."

Building, Accreditation and Lean Times

During Lewis' administration, Charles Stoll served as educational director and dean. In 1919, Stoll assumed the presidency of Central Academy and College. Four buildings were added to the Central campus during the Lewis-Stoll years: Lewis Hall in 1915, the model school building in 1916, the Auditorium in 1917 and Stoll Hall in 1926 (Stoll Hall was built for \$40,000). The Auditorium was constructed to house the music department and also became the home of the McPherson Free Methodist Church. Along with others, Stoll started a "model school" for elementary children on campus. Many new teachers learned their trade at the model school.

In 1916, the State Department of Education granted accreditation for the high school and, the following year, Central was granted accreditation for normal training work (teacher education program). In 1918, accreditation was granted by the State Department of Public Instruction for junior college work, and, in 1923, Central received accreditation from the University of Kansas, which made it the oldest accredited junior college in Kansas.

Stoll held the school together through lean times as Central felt the effects of the Great Depression. Central offered only work scholarships whereby students earned part of their expenses. One student paid for some of her schooling with farm vegetables and chickens. Frugal management also provided that the school operate its own dairy through the early 1940s. (The dairy barn was located in the middle of the current soccer field.) Stoll-era housing also had an innovative flavor; many of the boys lived on the second

floor of Science Hall. The gymnasium was located in an army barracks where World War I doughboys trained, so games were played at the McPherson Community Building.

During Stoll's term as president, Central's faculty included names such as W. W. Loomis, Johnson Long, Mamie Matson, Otto Miller, Russell Anderson and Maude Arnett. In 1931, President Stoll and Dean Miller originated the Free Methodist Church's highest academic award, the Alpha Kappa Sigma Honor Society, which was implemented at Central and Greenville College in 1932 and was eventually adopted by all of the Free Methodist colleges.

Tragedy struck in 1939. A car accident claimed the life of President Stoll. Mrs. Stoll, home economics teacher Ethel Oberholser, and a student survived the crash. Stunned by the loss, Central mourned the death of its beloved leader. The Stolls had made many personal financial sacrifices for Central. Years later, under President Parsons, Central College started paying off its debt to the Stoll's. With the money, Mrs. Stoll established an endowed scholarship that is still available to Central students. She worked at the college for a total of 49 years, many of them as alumni secretary, retiring in 1964.

A Free Methodist Church Bishop, L. R. Marston, led Central until the next president, Orville S. Walters, could be named later in 1939. Injured in a different car accident during his time as a faculty member under President Stoll, Walters recovered from his injuries and, in a public testimony, said that he believed he had been spared for an important task. Walters was Central's youngest president assuming the presidency in his mid-30's.

During the 1940s, enrollment hit a low point with many of the male students serving in the armed forces during World War II. During the war years, Dr. Walters was able to successfully complete a \$40,000 debt elimination campaign, upgrade facilities, and change the official name from Central Academy and College to Central College.

In 1944, J.T. Pyle attended the Free Methodist Church General Conference and was instrumental in convincing the church body to allow the Free Methodist Colleges to allow intercollegiate athletics. At Central, intercollegiate varsity athletics began with boys' basketball, with Howard Krobe serving as the first coach. At that same time, Dr. John Green, a former missionary to China, started Central's first health services department.

Under pressure from the government because of the wartime shortage of doctors, Walters left the Central presidency in 1944 for a full-time medical career. Dean Warren McMullen and Charles Fairbairn, a bishop of the Free Methodist Church, served as active presidents in 1944-1945 until a replacement for Walters could be hired.

A Brighter Future

Outgoing and affable, Mendal B. Miller, president from

1945-1953, won high praise for his public relations abilities. Prior to his presidency, Miller taught as a faculty of Los Angeles Pacific College, Morningside College and Central. The Industrial Arts building (currently used as the maintenance building) was constructed in 1947 under the leadership of Howard Krober. Central's Industrial Arts program was rated one of the top programs in the state, – especially recommended for war veterans.

Under the leadership of Vice President G.M. Cottrill, Central paid off its Great Depression debt by the end of 1947. The Tiger Den was built in 1951 and an addition to Lewis Hall was completed in 1952. Miller's term in office also saw increased financial support and enhanced relationships with the McPherson business community. In addition, more non-Free Methodist students began to attend Central.

G. Edgar Whiteman served as Central's president from 1953-1955, during the transition period before Elmer Parsons returned from the mission field to serve as president. During Parsons' presidency from 1955-1964, he worked hard to improve the difficult situations encountered on campus: faculty housing was in disrepair due to low enrollment, funds and morale, a staff turnover of 80% and a spirit of unrest on campus. On the eve of Parsons' administration, enrollment totaled 60 college and 84 high school students.

Armed with a broad grin and a ready laugh, Parsons endeared himself to faculty, staff and students alike, leading the staff in belief in Central College's future. A respected spiritual leader, he secured ministerial scholarships. During his term, the name Central College was changed to Central College of the Free Methodist Church.

The Central campus was astounded when they returned from Thanksgiving break to see smoke still rising from the Auditorium on December 1, 1957. Volunteer workers left rags in the Auditorium after polishing the stage with linseed oil and the rags spontaneously combusted overnight.

After the demise of the Auditorium, Parsons was instrumental in raising funds for the Pyle Memorial Chapel, Fine Arts Annex, and the Central Gymnasium in 1961, and the Broadhurst Student Center in 1964 (named after Dr. William Broadhurst, of The Broadhurst Foundation, who was the principal donor).

At the end of the 1963-1964 school year, during the Golden Anniversary of Central College's time in McPherson, the Broadhurst Student Center was dedicated, as well as the Orleans Seminary Bell Monument. The old bell used originally at Orleans Seminary and kept for many years by the Pleasant Hill (Kansas) Free Methodist Church, was mounted on a brick base located between Science Hall and Lewis Hall. It is now located in the clock tower on the

Mendal B. Miller Heritage Plaza. The bell and monument were presented to the school by graduates and former students of Orleans Seminary. Dr. Charles H. Watson, former principal of Orleans Seminary and principal at Central Academy during its first two years, had the honor of calling friends together for the annual community dinner by ringing the historic bell.

Continued Growth

Bruce Kline succeeded Parsons in 1964 and served as president for seventeen years. A quiet, reserved man with princely bearing, Kline "could minister to the individual at his point of need," said one Kline-era faculty member; "He cared about each person's personal growth." A former Chief Academic Officer, Kline was especially interested in strengthening the school's academic areas. Central closed its high school program after the spring of 1965. Interterm (January) courses were introduced in 1969 (ceased in 2016).

The Academe of Achievers, the highest honor that can be achieved at Central, was established in 1971 by the Board of Trustees and the Alumni Association. The Academe honors persons who demonstrate the ideals of the college and have received prominence in their profession, have gained recognition in the "larger" society, and whose lives portray service.

Under Kline, Central drew up a mission statement. In 1973, the popular summer share/ministry team, Living Faith, formed. In 1974, Central first received regional accreditation from the North Central Association, in great part due to the diligent documentation and writing undertaken by both President and Mrs. Kline.

Six buildings were constructed during Kline's presidency: Parsons Hall in 1965 (named in honor of President and Mrs. Elmer E. Parsons), two tri-plex apartments in 1968 and 1969, the Julia J. Mingenback Family Life Center in 1970 (named after the mother of E.C. Mingenback, the founder of the Julia J. Mingenback Foundation, Inc.), a four-plex apartment building in 1978, and Gillespie Hall in 1980 (named in honor of the parents and brother of the principal donor, alum and board member J.R. Rod Gillespie). The President's Home at 700 S. Maple was received through the generosity of a local attorney and his wife, Mr. and Mrs. James A. Cassler, in 1969.

President Kline and Reverend Johnson, an assistant pastor at the McPherson Free Methodist Church, survived a fatal auto crash in August 1969 that claimed the life of the dean of students, Merle Olson. Following the tragic wreck, Kline related that he returned to his post with a renewed sense of mission for Central College. Reflecting on his term (1964-1980), he noted, "In many senses, these years have been years of victory, for it is out of the crucible of hard work and struggle that the college's mission and purpose is being achieved."

Another Building Phase

Dorsey Brause took the mantle as president from 1981-1987. In 1981, for the first time in the school's history, the student body numbered over 300. By comparison, in 1960, Central's enrollment was 102. In 1982, the men's soccer team blazed a trail for Central athletics and participated in a national tournament game. The Tigers went on to win back-to-back national championships in 1986 and 1987 under Coach Jerry Malone. The six-plex apartments (now known as North Kline Apartments) were built in 1987.

During Brause's leadership, a capital campaign was completed, raising the funds to construct three new buildings during Harvey Ludwick's tenure: the Lloyd S. Alleman Building in 1985; the Wesley Black Fine Arts Center, including Greer Auditorium, in 1988; and the Briner Library/Reimer Business Center in 1988. Ludwick served as president from 1987-1990. In 1989, under the leadership of Dr. Bruce C. Johnson and Dr. Jerry Alexander, the Bachelor of Science in Ministry was approved by the North Central Association. This marked the first four-year program offered by the College.

From 1990-1996, John A. Martin took the helm of Central College and the momentum continued to expand Central's four-year curriculum. A second bachelor's degree program, the Bachelor of Science in Business, under the leadership of then Business Department Chairman J. David Ferrell, was approved and began to be offered in 1995. It was during Martin's tenure that the movement began to expand Central to a full four-year college. Also, during Martin's presidency, the multi-plex apartments were constructed on the south end of the six-plex apartments in 1992. In 1993, John Ferrell, "Mr. Central", retired after 37 years of service, retiring as the Vice President of Advancement. In the early 2000s, Ferrell returned to volunteer his time and extensive knowledge of Central's history as the school archivist, until his death in 2019.

A Renewed Mission and Expanded Offerings

With the theme "Celebrate Central," Donald L. Mason, known for his affable personality, was installed as Central's president in the fall of 1996 and served for nine years. The Servant Leader Award was established in 1998 to recognize those persons who are outstanding models of servant leadership and to encourage Central students to commit their lives to being servant-leaders for others in this world.

Forward strides were made in the strategic management of the college. Following several years of strategic planning, a new name, Central Christian College of Kansas, complemented a new mission statement in the spring of 1999.

Four-year athletic programs were also implemented in 1999. In March 2000, the south gymnasium, lobby and offices were dedicated in honor and memory of alum and Board of Trustee member Ed Pyle, and the total facility

(including the renowned 'thunderdome' gymnasium that was built in 1960) was named the Ed Pyle Sports Complex.

Professor Merrill McHenry was instrumental in developing the versatile liberal studies major that led the way for additional majors under Central's newly accredited Bachelor of Science degree in 2000. That same year, the Carnegie Foundation officially recognized Central as a four-year college. In 2001, Central's Professional Education Program began to offer an accelerated program designed for working adults who have previous college credit.

The six-plex/multi-plex building was officially named Kline Hall in 2000 in honor of President and Mrs. Bruce Kline. The Hall was remodeled in 2002. Central Christian College of Kansas began its affiliation with the Midlands Collegiate Athletic Conference (MCAC) in 2002 and is currently part of the Sooner Athletic Conference (SAC). In 2004, the first of two buildings designated for use by the Contemporary Christian Music (CCM) program were remodeled into two recording studios, offices, and a classroom. Also, in 2004, the Higher Learning Commission granted Central the maximum number of years (ten) of continued accreditation, approved the addition of seven new majors, and removed stipulations, providing for the addition of new majors. The college also completed a \$5.8 million capital campaign raising funds for student scholarships and facilities.

Dwight B. Reimer took office as president in the fall of 2005 and contributed an emphasis on renewing minds and changing lives. He served through December 2008. During Reimer's presidency, academic offerings increased to twenty-one majors as well as online and high school dual-credit classes. The Warehouse (a practice and performance venue) was renovated for use by the CCM program. A softball field was improved at the south end of campus and the soccer field was renovated. The most recent Stoll Hall renovations were finished in 2005, and the north gymnasium classrooms and offices were renovated in 2006. Throughout the years, Craftsmen for Christ, originally spearheaded by former professor Keith Ivers, and a group of local artisans have blessed Central by volunteering thousands of hours for campus building and renovation projects.

Led by then Education Department Chairman, Dr. Ron Allen, another milestone was reached in June 2008, when the Kansas State Board of Education approved the implementation of three teacher education programs: elementary education, secondary history/government education, and PreK-12 physical education. Also, during this time, the Board of Trustees completed their switch to the Carver model of governance.

In 2009, Provost Jerry E. Alexander carried the responsibilities of interim president. He brought much experience and knowledge to the position, as he had given

more than 45 years of combined service at Wessington Springs College and Academy and at Central Christian College.

Entrepreneurial Expansion

U.S. Air Force Retired Colonel Hal V. Hoxie assumed the presidency in January 2010. As Central Christian's thirteenth president, he immediately began to challenge the College to hold true to its roots while branching out into the future of higher education. Under his leadership a new mission statement was adopted: Christ-centered Education for Character and a new strategic plan developed, which included the expansion of both traditional and non-traditional learning environments.

In 2010, the education department added English to its secondary education program and later added Mathematics (2012) and Music (2015). In 2011, the Department of Professional Education began to offer degree completion programs in criminal justice, health information management, healthcare administration, and healthcare management. In 2014, a psychology degree completion program was added and in 2015, an Interdisciplinary Studies: Healthcare program was added.

In 2013, the College completed a Self-Study Report and hosted a visit by the Higher Learning Commission. This visit resulted in a reaffirmation of the College's accreditation status and opened the door to further develop online learning strategies.

The total student population reached 1,000 full time students, a major milestone in the ongoing strategic plan for growth and development. Campus expansion has resulted in the building of a daycare center on campus, ownership of several auxiliary enterprises, expansion of athletic fields, and the completion of the Mendal B. Miller Heritage Plaza on campus.

In 2018, President Hal Hoxie transitioned to serve as Executive Director of the Butterfield Foundation, an affiliated organization within the Free Methodist family.

Pandemic & Progress

Leonard Favara succeeded Hoxie in 2018 as the 14th President of the College. Prior to his time as President, Favara served the College for twenty-one years in a number of differing roles including Campus Pastor, Professor, and Provost. It was during his time as Provost that Favara helped launch the online program.

In the spring of 2020, in response to a global pandemic, Central Christian College suspended residential courses for the first time in its history. Residential students completed the final five weeks of the semester remotely, following isolation guidance articulated by State and Federal officials. Besides classes, all athletics, arts, clubs, ceremonies, and activities were suspended through the summer. Inspired by the mission, the College demonstrated the same level of tenacity and flexibility that has helped it survive other times of great challenge. In the fall of 2020, the College reopened its doors and faithfully forged forward.

Campus expansion projects included the addition of Dalke Drive (south side of campus), a new Wrestling Center, and the establishment of the McHenry Center. It was also during this period that the college announced approval of its first graduate Program, a Master of Science in Strategic Leadership. This program launched its first cohort in fall of 2021.

In 2025, the College completed a 2.2M campaign, which allowed for construction of the Outdoor Fitness Court, Dining Hall Renovation, Virtual Learning Center (Training and Cadaver), Gillette Family Volleyball Court, and the Tiger Village residential expansion. David Ferrell was instrumental to this project.

Reflection

Since 1884, Central has served students desiring a Christian education. The third president of Central, Orville Walters, once remarked, "Hopefully, as Central College changes, she will keep the good of the old and welcome the new without sacrificing quality education and quality principles." As the current mission statement echoes, Central has remained faithful to her original mission to offer "Christ-centered education for character." The nature of the College is higher education, but what sets Central Christian College of Kansas apart is her goal to help students find balance in their lives as they build on the foundation of Christ.

We thank God for the ways he has directed the steps of the college and we eagerly anticipate what God has planned for the future of Central Christian College of Kansas. May God continue to guide her, her students, faculty, staff, administration, Board of Trustees, and alumni as we faithfully follow His lead!

BUILDINGS

Administration Building, 1904

The most historic building—known as Science Hall—is a four-story brick structure housing administrative offices and general classrooms. It also houses the main offices for the Ministry and Theology Department, the English Department, and the Social Science Department.

Residence Halls

- Stoll Hall (1927) – Maximum Capacity – 44
- Parsons Hall (1965) – Maximum Capacity – 68
- Gillespie Hall (1980) – Maximum Capacity – 88
- Kline Hall (1992) – Maximum Capacity –

Residence halls consist of lounges, laundry areas, and resident director apartments with a total capacity of 270. There are a number of apartments, Triplex (1968) and Four-Plex (1978) for married housing or those who qualify to live off campus.

Broadhurst Student Center, 1964

The Broadhurst Student Center is a tri-level building including the Upper Dining Room, Alumni Dining Room, Fitness Center, Exercise Science/Sport Science Department, Mudhole (coffeehouse), and mailboxes.

Mingenback Family Life Center, 1971

This building includes the main offices for the Natural Science/Math Department, classroom space for life science, physical science, mathematics, as well as laboratories and offices. Memorials for former faculty member Grace L. Rhodes is located in the lobby. In 2021, the Mingenback Foundation donated funding for a new foundation, while Alumni Relations raised donor support for new carpet and furniture.

Wesley Black Fine Arts Center/ Robert Greer Auditorium, 1987

This facility provides space for instruction in music, drama and art. The Robert Greer Auditorium, which seats over 500, is used for college chapels, convocations, concerts, recitals, and theatre performances. A black box theatre, art studio, choir room, keyboard and vocal studios and practice rooms are also included in the Wesley Black Fine Arts Center.

Briner Library/Reimer Business Center, 1988

The first floor houses the Archives Room (maintained by the Central Christian College of Kansas Historical Society) and Briner Library, which provides student access to computers, printers, scanner, copier, and other multimedia technology and also has wireless capability to access the online library catalog and research databases. It also houses the library collection along with the library offices and two classrooms. Flags that represent the nationalities of current and former Central students are located in the

lobby. The Tiger Bookstore and Mailroom are located off of the RBC Lobby.

The second floor is the Reimer Business Center, which includes the main offices for the Business, Education and Information Technology departments. It also houses a computer lab, and classrooms. In 2021, the Archer Center was transformed into a Zoom Room.

Contemporary Christian Music Center, 2003 and The Warehouse, 2007

These buildings house the Contemporary Christian Music program. It includes the main office for the Music Department, two recording studios, classroom space, and CCM offices. The Warehouse is a practice and performance venue for small concerts and the weekly, student-led worship service.

Ed Pyle Sports Complex, 2000

The Ed Pyle Sports Complex includes, a 1,200-seat gymnasium (with two cross-court areas for volleyball and basketball practice), a weight room, athletic training room and the Athletic Director, Sports Information Director and Basketball Coaches offices (other coach's offices are located in the "White House").

The original gymnasium has a basketball/volleyball court, baseball batting cage, golf driving net and indoor soccer accommodations. The complex also includes locker rooms for home and visiting teams, as well as for coaches and officials. It houses the Jerry Alexander Arena, Ellis Odermann Court, and Barry McKeown Circle. There is a memorial of former administrator Merle S. Olson located in the complex.

M.B. Miller Plaza, 2013

The M.B. Miller Plaza was dedicated under the Hal Hoxie Administration in honor of fourth Central President, Mendal B Miller. The bell tower was provided in memory of G. Ray Phillippi, former Orleans Seminary student and longtime College trustee. The stained-glass pieces were donated by the Henrion family. Nestled in the tower is the historic Orleans Seminary Bell that was originally housed on the campus of Orleans Seminary. The bell is a victory bell that rings to signify victory.

Athletic Fields

An athletic field (located at the south end of campus) is home to the soccer field with bleachers for 500 spectators and a newly built three-story press box. A softball field is located at the west end of the athletic field and two tennis courts to the north. The College bought the Light Capital Diamonds in 2015 for intercollegiate baseball competition.

Art Building, 2015

Converted in 2015, this building now houses space and equipment for ceramics, stained glass, painting, and drawing.

Wrestling Center, 2021

This building, located on West Kansas Ave, was purchased in 2018 and later renovated into a wrestling center. It was dedicated in 2021

Outdoor Fitness Court, 2023

Built in partnership with Blue Cross and Blue Shield and the National Fitness Campaign, this outdoor fitness facility is open to general use.

McHenry Center, 2024

Donated to the College in 2024 by Merrill and Beth McHenry. The center showcases numerous artifacts including artwork and natural science specimens. The center is open for educational and general interest groups.

INFORMATION TECHNOLOGY

Privacy Policy

Central Christian College of Kansas considers your privacy important and therefore we are committed to protecting the privacy of anyone who entrusts us with their information. This policy outlines the ways in which personally identifiable and anonymous information is collected by the College, how the information might be shared, and how people can request changes to the way their personal information is used and shared. [Privacy Policy Link](#)

Personally Identifiable Information

Personally Identifiable Information (PII) refers to information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Examples include, but are not limited to:

- Credit Card Numbers
- Phone Number
- Address
- Email
- Bank Account Numbers
- Social Security
- Date of Birth
- GED
- Transcript
- ID

Central Christian College of Kansas regularly monitors its systems, policy, and procedures to maintain security of PII. In addition, the College strongly encourages all students, faculty, staff, and other College constituency to not utilize unsecured systems such as email, fax, text, or other forms of data transfer unless encryption or secure transfer can be verified.

Email & Official Communication

Upon enrollment, each student is provided with a college email account. This email is used for all official college communications. It is the responsibility of the student to check this account on a regular basis in order to remain informed of any updates on policy, general announcements, or student specific communication.

Portal

The College provides a College Portal (<https://ccc-prod-student.3dtechnologiesllc.com/login.asp>), through which students may access such resources as Billing, Financial Aid, Courses, Registration, Announcements, Unofficial Transcripts, etc. This portal is the official access point for all virtual College business.

Tiger Alert

Tiger Alerts are a campus-wide notification system used to disseminate campus emergency information quickly. These alerts are accessible via SMS text messaging, and email. Students and Faculty are encouraged to sign up for Tiger Alerts and to indicate how they would like to be notified in an emergency.

Central attempts to keep these alerts as simple as possible and uses key words or phrases to indicate an expected course of action. At times specific instructions may accompany an alert, please follow those instructions.

The Titan HST app can be downloaded from the Apple Appstore or Google Play for two-way emergency communication.

World Wide Web Content Disclaimer

The Central Christian College of Kansas Web Pages are frequently updated and improved. New content will be added as it is available. Although we will attempt to keep information in the Central Christian College Web accurate, the accuracy of the information provided cannot be guaranteed. All parties providing information on the Central Christian College of Kansas Web warrant that the copying, distribution, and use of such materials in connection with the Central Christian College Web will not violate any other party's proprietary rights. The seals and logos of Central Christian College are copyrighted and may not be used in web pages, electronic, or written publications without the express permission of Central Christian College's Marketing Department.

Notwithstanding any language to the contrary, nothing contained herein constitutes, nor is intended to constitute, an offer, inducement, promise, or contract of any kind. The data contained on the web page is for informational purposes only and is not represented to be error-free. Any links to non-CCCK information are provided as a courtesy. They are not intended to constitute, nor do they constitute, an endorsement of the linked materials by Central Christian College of Kansas.

1. The Central Christian College of Kansas Web Pages are maintained by the IT Department. Athletic Web Pages are maintained by the Sports Information Director. For further information, please send an email to the [Webmaster](#) or call [620-241-0723](#).

Computer and network resources (including the material contained in the Central Christian College of Kansas Web) are provided for the educational and college-related activities of our faculty, staff, and students.

Student Verification Procedure

Central Christian College of Kansas (CCCK) is committed to ensuring the integrity of its academic programs and compliance with the Higher Education Opportunity Act (HEOA), which requires institutions offering distance education to have processes in place to verify that the student who registers for a course is the same student who participates in and completes the course and receives academic credit.

As part of the application and admission process, student identity is verified using standard procedures. Students are responsible for providing accurate and truthful information throughout the admission and enrollment process. Misrepresentation of identity or sharing of account credentials is a violation of College policy.

Upon admission, each student is assigned a unique and secure CCCK user account. This account grants access to all student systems, including the Learning Management System (LMS), student portal, email, and academic resources. User accounts are created by the College's Information Technology (IT) department using FERPA-compliant procedures. Students are encouraged to change their passwords periodically and are responsible for the confidentiality and security of their credentials.

CCCK uses Canvas as its official LMS. Canvas is fully integrated with the College's authentication systems, requiring students to log in using their unique CCCK credentials. Students are automatically enrolled in courses through the Student Information System (SIS), and only those officially registered appear on course rosters. The LMS tracks all student activity, including login times, duration, and specific course actions, even if no posts are made.

Students may associate a profile photo with their LMS account to support visual identification. Instructors also have access to official student ID photos through the SIS, and Zoom is embedded in Canvas to support secure live interaction when needed.

All coursework, assessments, and graded activities for distance learning students must be submitted through

Canvas using the student's secure credentials. CCCK does not require proctored exams; instead, instructors may use:

- Plagiarism detection tools
- Test passcodes
- Moderated test settings
- Zoom verification procedures

All of these tools are available at no additional cost to students. Instructors are encouraged to monitor for anomalies in student work that may indicate academic dishonesty or misrepresentation.

All Zoom sessions used for instructional purposes require a password and are accessible only through student authentication. Students must enter using their full name, have their camera turned on for the duration of the session, and may be held in a virtual waiting room until their identity is verified. Zoom is embedded within the LMS for secure access and integration with other academic tools.

All official College communications are conducted through the CCCK-issued ".edu" email address. Students are required to use their College email or Canvas for all academic correspondence. Faculty and staff will not respond to communication from personal or external email accounts.

The College maintains biographic, demographic, admission, and enrollment records within its SIS. Access to this information is restricted to authorized personnel and protected by network authentication and user role controls. Students are issued a unique Student ID that is used for recordkeeping and identity verification.

All students are responsible for maintaining the security of their credentials. Accounts are intended for individual use only. Sharing of passwords or attempts to access another user's account or files is strictly prohibited. Violations are subject to disciplinary action.

Faculty are responsible for taking reasonable steps to verify student identity in their courses and may require students to:

- Upload a current profile photo in the LMS
- Confirm understanding of identity verification procedures at the beginning of the term
- Participate in live video sessions for oral exams or presentations when appropriate

STUDENT LIFE – SCHOOL OF LIBERAL ARTS & SCIENCES

The evangelical Christian way of life is the basis for student life at Central Christian College of Kansas, which maintains an atmosphere of opportunity for spiritual and social growth to each individual. We believe that spiritual learning occurs in everything we do. Whether it is in the classroom, residence halls, chapel, Sunday worship, dining room, gym or on the playing field, opportunities for spiritual growth abound for each individual. Central Christian is committed to developing leadership skills that follow a servant-leadership model in each individual student.

CAMPUS COMMUNITY EXPECTATIONS

Enrollment at Central Christian College of Kansas obligates students to adhere to the following expectations. The Student Handbook provides more precise language defining key aspects of this Campus Community Expectations. Students are asked to become familiar with these expectations before voluntarily signing this document. By entering into this Expectation agreement, the undersigned deliberately assumes a personal obligation to abide by these standards and invites responsive accountability when behavior does not align.

- **Stewardship of Community:** I pledge to fulfill my role as a member of the campus community, which assumes that there are rights, privileges, and responsibilities related to me as an individual and to the community as a whole. Part of this commitment includes my willingness to submit to local and institutional authorities, and to engage in mutual accountability so as to foster an environment supporting the betterment of others and the greater community.
- **Stewardship of People:** I pledge to have active concern whenever human beings are demeaned, abused, depersonalized, enslaved, or subjected to coercive forces. As a member of this community, I will promote an environment that appreciates the dignity and worth of all humans, regardless of classification or distinction.
- **Stewardship of Self:** I pledge to abstain from the use of drugs, alcohol, tobacco, or any other substance that may erode or frustrate the health and well-being of myself or those around me. Furthermore, I choose to abstain from hosting, promoting, or attending occasions where such behavior is fostered.
- **Stewardship of Intimacy:** I pledge to refrain from all forms of sexual intimacy that fall outside the sacred union of marriage, which includes engaging with pornography or other forms of intimacy that objectify or degrade the holy intent of God's design for sexual intimacy.
- **Stewardship of Time:** I pledge to choose to manage my time wisely, investing it in such a way that edifies my God-given potential. As a member of this community, I seek accountability concerning the use of my time and the activities I pursue, especially if my use exposes me to unnecessary temptation, is enslaving, may serve as a stumbling block to others, or undermines the purpose of my presence here at CCKK.
- **Stewardship of Character:** I pledge to pursue the challenge of developing personal and corporate character in alignment with the mission and heritage of the institution. As such, I invite instruction, accountability, and encouragement designed to help me achieve and promote the values and behaviors consistent with being a good steward of heart, mind, soul, and strength.

Fully amplified in the Student Handbook.

Office of Student Life

The Office of Student Life houses the Resident Life Director, International Support Specialist, and Chief Student Engagement Officer. The Campus Life Director provides oversight to the overall campus community. This includes a focus on spiritual formation, student government, and student life.

The International Director (Recruiter & Engagement Specialist) provides specialized services to international programming at Central Christian College of Kansas. Support services include, but are not limited to recruitment, academic and immigration advising, career counseling, student orientation, pastoral care, and incident related advocacy.

RESIDENCE HALL LIVING

The School of Liberal Arts & Sciences at Central Christian College of Kansas is primarily a residential campus. All students are required to live in College owned housing unless they receive permission to live elsewhere. The residence halls become students' home away from home; roommates become like family. The Resident Educators (REs) do not act as parents, but rather as educators who carry a measure of responsibility for the students' well-being.

For the first semester, all freshmen must be in their dorms by 11:00 p.m. Sunday through Thursday, and 1:00 a.m. on Friday and Saturday. The purpose is to give freshmen structure during that critical first academic semester and also to help with bonding/friendship development.

Resident Advisors (RAs) are available to help students while they become accustomed to dorm life. RAs function as

liaisons between students and staff and are available to assist students throughout the year with questions or problems that might occur.

Dorm rooms are furnished with beds, personal storage facilities, and desks. Students should bring their own linens and mattress pads. Students are required to bring a mattress cover prior to receiving their room key.

Off-Campus Housing

Central Christian College of Kansas is, by design, a historically residential College. As such, it is the desire of Central Christian College of Kansas to help form and educate the whole person – we believe that education can happen inside and outside of the classroom. To help facilitate this intentional approach to the college experience, the institution desires for each of its students to learn personal accountability, develop life-long relationships, and understand proper standards of living within a community. It is our desire to empower students educationally, spiritually, and emotionally through an intentional and caring campus community.

Therefore, Central Christian College of Kansas requires all student carrying nine credits or more to live in College sponsored housing. Exceptions to this policy are:

- Married Students.
- Students living with their parent or legal guardian.
- Students who are caring for a dependent.
- Students who are 23 or older.

Off-Campus Request Procedure:

1. Requests: Off-Campus Request Forms are available in the Student Life Office. For returning students, these requests are due before the Housing Lottery in the spring (usually scheduled in late March/early April). For new students, these requests are due by July 15. Requests must be made prior to signing a lease. The request must include a detailed rationale for the exception and approval granted from Student Life.
2. Decision Process: The Housing Committee considers each request independently and is the final authority for the approval or denial of each request and also for the classification of each student.
3. Renewal: Any approval is granted for one year only and must be renewed by following this procedure. All off-campus students must still abide by the Campus Community Expectations. Any violations of these exceptions will be handled accordingly.
4. Upper-Division Housing Requirements (Prior Chapel attendance, class status, GPA, disciplinary action) may be taken into consideration when deciding on an off-campus request. Special

stipulations may be placed on the student if any of these requirements are not met (i.e. Success Center hours, Chapel requirement, maintain GPA, etc.). If the student does not meet assigned stipulations, his or her off-campus status may be revoked.

5. Married students and single parents with children are not permitted to live in College residence halls and must find their own off-campus housing. Periodically, the College has limited openings in its rentals. Please contact the Business Office for more information or to be placed on the waiting list.

In keeping with financial aid policy, students who are approved for or transition to off campus housing will be assessed a 25% reduction in institutional scholarships and grants.

Food Service

All students who reside in College housing are required to be on the College meal plan. The food service staff is dedicated to providing an enjoyable variety of foods. Meal times are posted. Meals are served cafeteria style.

<https://www.centralchristian.edu/dining-services-info/>

Campus Safety

The Chief Student Engagement Officer/Dean of Students, Resident Life Director, Residential Staff, and local law enforcement work diligently to ensure a safe environment on the campus of Central Christian College. Evening security is provided throughout the week.

More information concerning the campus safety plan, crime statistics, and other campus safety data can be found at <https://www.centralchristian.edu/about/consumer-information/>

Drug Free Environment

See the Student Handbook or Policies and Procedures Manual for more information.

Student Government Association

All students carrying 7-plus credits are members of the Central Christian College of Kansas Student Association. It is from this body that the various officers and representatives who comprise the Student Government Association are either elected or selected. SGA funds student social events and various other campus events.

The Student Government Association (SGA) organizes activities to meet the various needs of student life and serves as the voice of the student body in regard to policies and procedures that concern students. Student leadership positions within SGA are filled by either election or appointment each school year.

SGA endeavors to promote social and community development through quality and affordable activities that provide students opportunity for recreation, creative expression, relationship building, and exposure to diverse perspectives and people.

The Student Body Chaplain organizes student involvement in ministry opportunities both on campus and in the local community. These opportunities for community service build servant leadership and a coherent Christian worldview through practical and tangible experience.

Intramurals are organized throughout the semester. Intramural events strive to foster healthy community through intramural competition and promotes the development of the Core Four Model.

Transportation

Coming to Central may require students to ride by bus, plane, or train. Trailways Bus Line serves Salina (35 miles away) and Wichita (60 miles away). Train service runs to Newton (30 miles away). The major airport in the area is the Dwight D. Eisenhower National Airport in Wichita. The College does not arrange rides for students to or from the airport, train station, bus station, etc.

NOTE: Realizing that new students arriving in August may not have any other transportation resources, the Admissions Office arranges rides to the College from the Wichita airport (not Kansas City or Oklahoma City) or the train or bus stations in Salina, Hutchinson, or Newton at the beginning of the year only. Arrangements must be made five business days in advance with the Student Life Office. International students may also take advantage of this service by making arrangements with the Student Life Office. At any other time of year, students must arrange their own transportation.

Some Central students register for classes at other colleges. Central Christian College of Kansas does not provide transportation for students attending these classes.

Student Health/Vaccinations (Residential)

As part of the registration process, each student completes a medical history form, which includes records of immunizations, allergies, and other data. All incoming students residing in student housing are required to be vaccinated for meningitis. Students are responsible for finding a local physician. A suggestion can be provided in the Office of Student Life.

A health insurance policy is available to students through Central Christian College of Kansas. Application forms for this policy, as well as forms verifying existing health insurance coverage, will be sent directly to students in a summer mailing. Information about this coverage is also provided at the time of registration. All students must be covered by a health insurance policy in order to attend

Central Christian College of Kansas. If a student does not have coverage, he or she will be required to enroll in the student insurance plan offered through the College. A student will not be able to complete registration without verification of enrollment in a health insurance policy. In case of emergency or need of extended medical care, the physicians and all the facilities of the McPherson Center for Health (accredited) and the Prairie View Mental Health Center are available as well as other resources to support student's physical and mental health needs.

All enrolled students have access to free online health and mental support services. Services include speaking to a health care professional about illness or maintenance health issues, mental health services to speak to a counselor, coaching support, and medication requests, etc.

Athletics

Students serving as members of all athletic teams must have an up-to-date physical examination, medical history, and proof of insurance on file with the Athletic Office prior to any participation in practices, training camps, or competitions. These documents are required to ensure the health and safety of student-athletes and must be kept current throughout the athletic season. CCK does not provide supplemental or secondary insurance coverage for student-athletes. Students and families are responsible for maintaining personal health insurance coverage adequate to meet the demands of athletic participation, including but not limited to injuries, physical therapy, or emergency care.

Students are strongly encouraged to review their current insurance plans and assess whether additional coverage is advisable. The College assumes no financial responsibility for medical costs related to athletic participation beyond the limits of the student's personal insurance.

Central Christian College of Kansas (CCK) participates in the NAIA Champions of Character program and upholds the eligibility requirements of both the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA). All student-athletes must remain in compliance with applicable eligibility rules in order to participate in intercollegiate athletics

Central Christian College of Kansas is a member of the Sooner Athletic Conference and an associate member of the Great Plains Athletic Conference of the National Association of Intercollegiate Athletics (NAIA), and duly affiliated with the National Christian College Athletic Association (NCCAA).

Counseling Services

All enrolled students have access to free online health and mental support services. Services include speaking to a health care professional about illness or maintenance health issues, mental health services to speak to a counselor, coaching support, and medication requests, etc.

ADMISSIONS

General Admission Policies

The policies and procedures related to admissions at Central Christian College of Kansas are developed and endorsed by the Admissions and Aid Committee, appointed by the President of the College.

Central Christian College of Kansas maintains a rolling admissions schedule. This allows the admissions department to consider each applicant to the College on a case-by-case basis.

Students seeking admission to Central Christian College of Kansas are reviewed to determine the likelihood of college success. This is done by assessing the student's complete academic history. In keeping with the vision of the College, *any individual* desiring to become a faithful steward of mind, heart, body, and strength should apply. While the College reserves the right to deny or revoke admission, race, color, gender, national origin, ethnic origin, religion, age, disability, or any other classification protected by law are not used as criteria for admission or denial.

Official Documents

Student copies or unofficial transcripts cannot be used for enrollment.

Official Transcripts

- a) Mailed in a sealed envelope from the institution.
- b) Mailed by the student. The transcript must still be in a sealed envelope from the transcribing institution.
- c) Electronically delivered from an official third-party vendor.
- d) High School Transcripts can be faxed directly from the transcribing institution.

Official Transfer Evaluation:

While not *required* for official enrollment, students wanting to apply transfer courses to meet enrollment requirements will need to have completed an official transfer evaluation prior to the credits being applied to the degree audit. The student will need to submit an *official*, final college transcript from all institutions upon which the student would like an evaluation to occur. Graduate programs may accept up to 3 hours from a previous graduate program, pending review from the Academic Office.

Submission of transcripts does not guarantee that transfer credit will be awarded. More information concerning transfer Credit can be found in the Transfer Credit Policies found in this catalog.

International students must provide evidence of completion (or be in the process of completing) a secondary school program equivalent to a 12th

grade high school education offered in the United States of America. In order for the College to assess credits from foreign colleges/universities, the transcript must first be translated and evaluated. It is the student's responsibility to submit transcripts to a translator/evaluator and pay any fee connected to that transaction. The following agencies are recognized by Central Christian College of Kansas as valid transcript translators/evaluators: Some recommendations include:

- International Credential Evaluations (InCred)
- Center for Educational Documentation [www.cedevaluations.com]
- International Education Consulting (IEC) [www.interedconsulting.com]
- World Education Services [www.wes.org]
- Academic and Professional International Evaluations, Inc. (APIE)
- Academic Credentials Evaluation Institute, Inc. (ACEI)
- American Education Research Corporation (AERC)
- Educational Credential Evaluators, Inc. (ECE)
- Educational Records Evaluations Service, Inc. (ERES)
- Foundation for International Services
- Foreign Credentials Services of America (FCSA)
- Global Credential Evaluators (GCE)
- International Education Research Foundation, Inc. (IERF)

Acceptance Status

Full Acceptance

Central Christian College of Kansas uses a minimum GPA to determine eligibility for acceptance. A minimum GPA of 2.5 is required for full acceptance for undergraduate School of Liberal Arts and Sciences students. School of Graduate Studies students are required to have a 3.0 GPA in all undergraduate work. Students with a GPA below which is required for their school may be considered for provisional acceptance.

Provisional Acceptance

Provisional acceptance may be granted to those students who fall below the minimum standards for acceptance into the College. Requests are reviewed by the Admissions Review Committee, which may require the student to enroll in college success courses or other stipulations as identified by the committee.

Conditional Acceptance

Conditional acceptance may be granted in special circumstances for those who, due to unforeseen circumstances, have been unable to submit all final official documents before the term starts. Students will be required to meet all of the requirements listed in their admittance

letter by the dates listed. Then, their acceptance status will change to full or provisional based on their academic history.

Notification of Admission Status

After all documents have been received and reviewed, the Admissions Office will contact the student regarding his or her admission status.

Contact Information

Information regarding admissions or initiation of the admissions process can be accessed through one of the following means:

Mailing Address

Central Christian College of Kansas
Office of Admissions
PO Box 1403
1200 S Main St.
McPherson, KS. 67460

Phone: 1-620-241-0723, ext. 188

Fax: 1-620-241-6032

Email: admissions@centralchristian.edu

Website: www.centralchristian.edu

www.myonline.centralchristian.edu.

Application for Admission

The process for admission to Central Christian College of Kansas begins with submitting an Application for Admission to the Admissions Office. Once an application has been received, the Admissions Office will guide the student in gathering the other items needed for official acceptance. The College reserves the right to admit or deny any student based on the information contained in the following list of items. If the student has earned credit outside of a concurrent enrollment program, he or she will need to meet the admission requirements for a transfer student.

Items Needed to Determine Acceptance

Application

Prospective students may submit a paper copy or submit an online application at www.centralchristian.edu.

One or more of the following documents will need to be provided:

1. A high school transcript showing a minimum of four completed semesters². An official, final transcript

verifying completion, including graduation date, will need to be submitted upon graduation.

2. An official, final high school transcript, if the student has already graduated from high school. Copies of diplomas, alternative diplomas or certificates of attendance are not acceptable.
3. A GED certificate with scores averaging 52 or higher.
4. A transcript from any college the student received credit. An official copy will be required for enrollment.
5. The College reserves the right to request additional information from applicants.
* Students with any prior college coursework, including credit earned through a concurrent enrollment program, wanting to receive credit and transfer, and dual credit must submit official transcripts from the college from which the credits were earned.

Athletes must submit all prior college coursework to both the College and to NAIA to be eligible for play.

Items Needed for Enrollment

Acceptance and enrollment are considered as two different points on the path to full matriculation. Admitted students will need to provide additional documentation in preparation for Registration and Enrollment. These include:

- **Placement Test Scores:** To aid in placement, students are required take the Accuplacer prior to registration.
- **Standardized Test Scores:** The official standardized test scores are required of students who have taken the SAT, ACT, or other entrance exams.
- **FERPA Release Form:** A signed FERPA release form is required to allow access to the student's records.
- **Completed Registration Documents:** These provide needed additional information for enrollment.
- **Other Documentation:** Includes the student's immunization record and a list of emergency contacts in the case of an emergency. Additional documentation may be required as determined by the College.

Enrollment

Acceptance into Central Christian College of Kansas does not guarantee enrollment into classes (or financial aid). In order for enrollment to occur, the following need to be complete:

The document must be a transcript and not a portfolio, copy of assignments or projects, awards, or certificates.

² If the transcript is derived from a Home School learning experience, the transcript will need to be signed by the parent verifying that the student has completed a secondary school education in compliance with applicable state laws.

1. **Payment Plan or Financial Aid:** has made payment arrangements with the Business Office or has completed all items to use financial aid or other means to cover all respective charges. This may include the signing of the Intent to Enroll form.
2. **Required Documents:** Enrollment Verification, Campus Community Expectations Campus Community Expectations, Release Form, and any additional document as communicated by admissions.
3. **Placement Assessment:** Based on documents submitted during the application process, the College may require the individual to enroll in a prescribed set of courses designed to support student success.

Homeschool Students

Homeschool students are required to provide a copy of their proof of registration as a non-accredited private school in the state of Kansas or their states equivalent, if out of state, if the student is unable to provide a diploma. The College will also accept a student's state proficiency test results in lieu of a diploma provided that those results demonstrate academic competencies worthy of the state's minimum graduation requirements.

If a student is unable to provide a diploma or state proficiency scores, the student may submit an official letter from their Unified School, District (USD) stating that the student meets the state's minimum graduation requirements. If a student is unable to provide any of the above, the student must meet the Kansas Graduation Requirement - minimum for Accredited Public and Accredited Private School along with providing a transcript of courses taken demonstrating a minimum GPA of 2.5. Exceptions to the 2.5 minimum GPA requirements may be made only when the combined ACT & GPA composite score meets or exceeds a score of 45. Homeschool students are required to submit their ACT/SAT scores for admittance to the school. While the College reserves the right to admit a student who does not meet these minimum criteria, the student may not be eligible for Title IV funding (Federal Financial Aid).

Transfer Students

Transfer students are defined as any student who has received any college credit beyond enrollment in a dual-credit or concurrent enrollment program. If such credit is less than 24 hours, the student's high school transcript will be evaluated for scholarship awarding purposes.

In addition to the requirements listed under the *Application for Admission*, transfer students must also provide an official, final college transcript from all prior colleges attended. A cumulative 2.0 GPA is required to be accepted. The cumulative GPA is the result of considering all transcribed data. Students whose cumulative college GPA is

below 2.0 will be evaluated by the Admissions Review Committee and may receive provisional acceptance, which may require enrollment in prescribed college success courses.

See the Transfer Credit Policies section of the Catalog for more information concerning transfer credits.

Community College Program

In an effort to contribute to the national goal of increasing college completion numbers and to support the enrollment of community college students, Central Christian College of Kansas maintains an open articulation agreement for all regionally accredited community colleges as well as participating in a statewide agreement with Kansas community colleges.

Students graduating with an Associate of Arts degree from a regionally accredited community college will be accepted as having met the General Education requirements for graduation (such as Speech, English, and Social Science) with a maximum of 64 credits eligible for transfer.

Special Standing/Non-Degree

Students not seeking a degree but looking to enrich their college transcript can enroll as non-degree seeking students. There are two levels of special standing.

Part-time/Non-Degree Seeking

The College provides opportunity for individuals not necessarily interested in enrolling in or completing a specific program of study. While credits earned through this status may be applied to a degree, the student would first need to apply for full admission.

Students wishing to take courses part-time (less than 6 credits) at Central Christian College of Kansas may apply and enroll directly through Central's Academic Office. If the student wishes to enroll in six credits or more in any given semester, he or she will need to make application through the Office of Admissions.

Deposit

Upon acceptance to the College, the student is required to submit a nonrefundable deposit of \$100.00 for citizens and \$500 for international students to reserve housing, secure school related grants and scholarships, and open registration for classes. If the student decides not to attend Central Christian College of Kansas, he or she must submit a *written* request to refund the deposit. The deposit is refundable before June 1 for the fall semester or January 1 for the spring semester.

Upon receipt of the Deposit, The Admissions Office will send various additional forms to be completed and returned to Central Christian College of Kansas. (Such forms may include, but are not limited to: Student Life Questionnaire,

Financial Aid Award Letter, Athletic Physical Certification, payment plan options, and Student Insurance Enrollment.)

All students must carry health insurance while attending CCKC. Students may choose private carriers, purchase insurance at www.studentresources.com, or purchase a student policy through a CCKC insurance program during registration.

International Admissions

Central Christian College of Kansas is able to assist students seeking entrance into the College who are not citizens or legal permanent residents of the United States. Students who complete the application process will receive the required SEVIS Form I-20 upon acceptance to the College and receipt of required payments.

In order to gain acceptance, the international student must provide the following:

- 1. International Student Application**

Note: All admission documents must have the student's exact name as it is listed on his or her passport and academic records. The application can be found at centralchristian.edu.

- 2. Bank Account Certificate**

Submit a bank statement signed by a bank official.

- 3. English Proficiency Scores**

Students whose primary language is other than English must provide English Proficiency score from one of the following. A minimum TOEFL (IBT) score of 61³, or its equivalent, is required for admission.

- TOEFL (IBT/PBT) score report (School/DI Code 6088, Minimum score of 62)
- IELTS (Minimum score of 6)
- EIKEN (Score of 2A)
- TOEIC (Minimum score of 575)
- Duolingo English Test (DET) (Minimum score of 85)

Students completing a secondary school education or who received a diploma from an English based educational program may waive the English Proficiency Score requirement if English language instruction is denoted on the transcript or affirmed by a school official.

English proficiency requirements are waived for international students applying from a country that is a primarily English speaking. This includes: Anguilla, Antigua

and Barbuda, Australia , American Samoa, Bahamas, Barbados, Belize , British Indian Ocean Territory, British Virgin Islands, Canada, Cayman Islands, Dominica, Falkland Islands, Gibraltar, Grenada, Guam, Guernsey, Guyana, Ireland, Isle of Man, , Jamaica, Jersey, Montserrat, Nauru, New Zealand, Philippines, Pitcairn, Saint Helena, Ascension and Tristan da Cunha, Saint Kitts and Nevis , Saint Vincent and the Grenadines , Singapore , South Georgia and the South Sandwich Islands, Trinidad and Tobago, Turks and Caicos, and the United Kingdom.

- 4. Official Transcripts**
- 5. Admissions Deposit**
Submit a deposit of \$500.00 USD.
- 6. Medical History Form**
- 7. Immunization Records and TB Questionnaire**
Submit a copy of your immunization records.
 - Measles, Mumps, and Rubella (required)
 - Meningitis (required)
 - Hepatitis B (recommended but not required)

In compliance with Kansas Statute KSA 2009 Supp. 65-129, all Central Christian College of Kansas students who have traveled, resided in for more than three months, or born in any country where Tuberculosis (TB) is endemic as identified by the Kansas Department of Health and Environment must provide TB test results prior to the start of the semester. The TB test must be administered in the United States. Any student who is not in compliance is not eligible to attend classes or enroll for a subsequent semester or term or obtain an official academic transcript or diploma until the student is compliant with the requirements.

- 8. Statement of Understanding**
Students must read and agree to the Statement of Understanding by signing and returning the form which can be found at Centralchristian.edu
- 9. Copy of your Passport ID (photo) page**
- 10. Proof of Insurance**

For transfer students only:

- Copy of your passport: all pages with your F1 VISA and stamps
- Copy of I-20 of your current school

International Transfer (From a School Within the U.S.)

Following acceptance to Central Christian College, international students transferring to Central Christian College of Kansas from other educational institutions (high

³ Provisional Admission may be granted to an international student with a lower TOEFL score or its equivalent upon review and recommendation by the Admissions Review Committee. Consideration will only be given if the student

demonstrates another form of proof of ability to be successful in an English-speaking institution, such as an interview, a recommendation from an English teacher, or another form agreed upon by the committee.

school, college, university or intensive English institute) within the U.S. must:

1. Notify the current institution of intent to transfer and follow their procedures for SEVIS transfer.
2. Complete the International Student Transfer form and return to Central Christian College.

F-1 Student Application Process

Once the college has determined that your application is complete and you are academically eligible, we will issue an I-20 form to enable you to apply for your student visa. Applicants for student visas should generally apply at the U.S. Embassy or Consulate with jurisdiction over their place of permanent residence. This will normally be your home country — the country in which you live.

Citizenship Status

Central Christian College of Kansas accepts the following eligible non-citizens:

- Permanent Residents: A permanent resident refers to a person's immigration status: the person is authorized to live and work in the United States of America on a permanent basis. A United States Permanent Resident Card is an identification card attesting to the permanent resident status of an alien in the United States. The *green card* serves as proof that its holder, a Lawful Permanent Resident, has been officially granted immigration benefits, which include permission to reside and take employment in the USA.
- Eligible Visa Status: Students with eligible Visa status as articulated by the Department of State.

Placement Testing

All entering students will be required to take placement testing to determine which English and math courses are appropriate. The College reserves the right to recommend other prescriptions based on academic history and TOEFL scores and other English proficiency scores.

Students from non-English-speaking countries or territories are defined as those from regions where English is not the primary language or those in the process of obtaining a Permanent Resident Card or seeking asylum. Any such student who has not taken English Composition 1 at another institution must take the Accuplacer exam. This exam is the institution's placement test for English, determining eligibility for English Comp 1. If the student's score does not meet the required threshold, they must enroll in English Essentials. Additionally, students placed in English Essentials

will automatically be enrolled in both Conversation Lab and Culture in Context during their first semester at Central. The goal is to best support and equip the student for academic success.

Withdrawal due to Non-Payment

The College may terminate enrollment for non-payment, if it is found that the student provided fraudulent financial documentation. A termination for this reason would result in the need for the student to vacate the country within 24 hours.

There is no grace period.

If non-payment is not due to fraudulent financial documentation, the student may be suspended. This would result in the termination of the SEVIS record. The student then has a 15-day grace period to address the issue or vacate the country.

School of Professional and Distance Education

Items Needed to Determine Acceptance

In order to be considered candidates for admission into the School of Professional & Distance Education, the student must submit the following:

1. Application
2. **Submit Academic Records:** One or more of the following documents will need to be provided:
 - a. A high school transcript showing a minimum of four completed semesters⁴. An official, final transcript verifying completion, including graduation date, will need to be submitted upon graduation.
 - b. An official, final high school transcript, if the student has already graduated from high school. Copies of diplomas, alternative diplomas or certificates of attendance are not acceptable.
 - c. A GED certificate or a completed High School diploma.
 - d. A transcript from any college the student received credit. An official copy will be required for enrollment.

* Students with any prior college coursework, including credit earned through a concurrent enrollment program, wanting to receive credit and transfer, must submit official transcripts from the college from which the credits were earned.

⁴ If the transcript is derived from a Home School learning experience, the transcript will need to be signed by the parent verifying that the student has completed a secondary school education in compliance with applicable state laws.

The document must be a transcript and not a portfolio, copy of assignments or projects, awards, or certificates.

3. Complete Intent to Enroll

Enrollment

Acceptance into Central Christian College of Kansas does not guarantee enrollment into classes (or financial aid). In order for enrollment to occur, the following need to be complete:

1. **Payment Plan or Financial Aid:** Student has made payment arrangements with the Business Office or has completed all items to use financial aid or other means to cover all respective charges. This may include the signing of the Intent to Enroll form.
2. **Required Documents:** Enrollment Verification, Campus Community Expectations, Release Form, and any additional document as communicated by the admissions office.
3. **Placement Assessment:** Based on documents submitted during the application process, the College may require the individual to enroll in a prescribed set of courses designed to support student success.
4. **Official Transfer Evaluation:** While not *required* for official enrollment, students wanting to apply transfer courses to meet enrollment requirements will need to have completed an official transfer evaluation prior to the credits being applied to the degree audit. The student will need to submit an *official*, final college transcript from all institutions upon which the student would like an evaluation to occur.

Submission of transcripts does not guarantee that transfer credit will be awarded. More information concerning transfer Credit can be found in the Transfer Credit Policies found in this catalog.

International Admissions for Online

In addition to the steps and requirements outlined above (*Application for Admission*), international students will need to submit the following:

1. **Transcript Evaluation:** Submit translated transcripts. It is the student's responsibility to submit transcripts to a translator/evaluator and pay any fee connected to that transaction.
2. **English Proficiency Scores**
Students whose primary language is other than English must provide English Proficiency score from one of the following. A minimum TOEFL (IBT) score of 61⁵, or its equivalent, is required for admission⁶.

⁵ Provisional Admission may be granted to an international student with a lower TOEFL score or its equivalent upon review and recommendation by the Admissions Review Committee. Consideration will only be given if the student demonstrates another form of proof of ability to be successful in an English-speaking institution, such as an

- TOEFL (IBT/PBT) score report (School/DI Code 6088; Minimum score of 62)
 - IELTS (Minimum score of 6)
 - EIKEN (Score of 2A)
 - TOEIC (Minimum score of 575)
 - Duolingo English Test (DET) (Minimum score of 85)
3. **Payment:** The student will need arrange payment with the Business Office.

Since eligible programs offered through the School of Distance and Professional education are 100% online, international students cannot apply for an F1 VISA through the online program. Students seeking a VISA will need to apply through the residential program

State Requirements

State Authorization – Any specifications related to State Authorizations are located on the website at <https://www.centralchristian.edu/about/consumer-information/>.

Admissions – School of Graduate Studies

Graduate Admissions Requirements

- Possess an earned bachelor's degree from a United States regionally accredited institution demonstrating at least a 3.0 GPA. Unofficial transcripts can be used for provisional acceptance into the graduate program, prior to completion of an undergraduate degree. A final official transcript showing graduation must be received before official acceptance and enrollment in courses can occur.
- If the cumulative GPA is less than 3.0, the most recent 30 graded semester units (or 45 quarter units) will be evaluated to satisfy the graduate entrance requirement.

Items Needed to Determine Acceptance

- Complete the application for graduate admission.
- Submit an official transcript from post-secondary institution student graduated from. Transcripts are "official" only when being sent directly to Central Christian College of Kansas from the degree granting institution. Transcripts sent to students are considered "unofficial". Previous CCKK undergraduate students are not required to request an official CCKK transcript.
- Submit the statement of purpose.
- Submit an upper-level writing sample (APA and MLA style are acceptable).

interview, a recommendation from an English teacher, or another form agreed upon by the committee.

⁶ English proficiency scores can be waived if the student has completed a degree in which the language of instruction was English and the transcript is in English.

- Submit a one-page professional resume highlighting professional experience.
- One professional letter of recommendation

The College reserves the right to request more information or waive required documents.

International Students

International students who wish to enroll in the graduate program fall into two categories. Those who wish to study from their home country will be allowed to pursue the fully online program and will not be issued or fall under the rules for an I-20. Those who wish to study in the US must be enrolled in the blended program and must attend class sessions in person each week locally. These students will be issued an I-20 and must abide by all I-20 regulations.

- International students can be approved to extend their F1 under our blended program.
- They will need to be accepted into the master program to be able to apply for the extension/transfer.
- The extension/transfer will be under the graduate program.

Additional Documents Required for International Students

Applying for the Blended Program

- Bank Statement
- English Proficiency Scores
- Immunization Records
- Copy of Passport ID Page

For transfer students only:

- Copy of your passport: all pages with your F1 VISA and stamps
- Copy of I-20 of your current school

Deposit

International students are required to submit a \$500 deposit to guarantee their place in the program.

International SGS Students

International students, seeking student residency in the USA, are required to attend the face-to-face weekly sessions with an in-person instructor on the physical campus of Central Christian College of Kansas in McPherson, Kansas. Students are not allowed to attend the face-to-face portion of the program through Zoom or any other technologically-assisted modality. Attendance is required and recorded by the in-person instructor for each weekly in-person, face-to-face educational class session.

If the international student wishes to participate in the graduate program fully online, they will inform the Program Director, the Registrar, the DSO, and the Chief Academic Officer of this change in enrollment in advance of the next session start to allow for sufficient time for such approval. If the international student plans to move to a fully online graduate school offering, they must understand that they must reside in their country of origin in order to comply with regulations of SEVP.

TRANSFER CREDIT POLICIES

Transfer Credit

The amount of credit, the courses to be accepted, and the method of evaluation will be determined on an individual basis by the nature of the courses, the type of institution, and the type of program in which the student is enrolled.

Only credits from regionally accredited or articulated colleges are eligible for transfer. Therefore, a student may be admitted on credits that are not eligible for transfer, unless otherwise noted in this section.

General Guidelines and Stipulations

- Students must submit *official* documentation of all appropriate coursework (e.g.: College Transcript⁷, Exam Transcript, etc.).
- Transfer students need to complete 30 of the last 60 credits through Central Christian College of Kansas, regardless of major-related requirements.⁸
- Students transferring from two-year institutions may only transfer up to 64 credits from those two-year institutions.
- Students may transfer a maximum of 90 credits into Central Christian College of Kansas⁹.
 - 30 of these credits may be *test-out* credit, including Advanced Placement, IB, and CLEP.
 - 30 of these credits may be satisfied through JST Military Credits.
 - 30 of these credits may be satisfied through Credits for Prior Learning.
- Each program may have additional credit requirements specific to the program. Typically, this will require the student to complete at least 40 credits, regardless of the number transfer credits allowed.
- Student copies or unofficial transcripts (including all faxed copies, regardless of origin) cannot be used for official audits.
- Veterans must submit a transcript of Military Studies (ACE Transcript, Community College of the Air Force).
- Current students are advised to consult the Registrar prior to taking courses with the intent to transfer credits back to Central Christian College of

Kansas. While credits may transfer as electives if they meet the requirements outlined in this section, the College does not guarantee that transfer credits will count toward specific program requirements unless the substitute has been pre-approved in writing by the appropriate Department Chair and Registrar.

Students transferring into the College will be required to meet all General Education requirements as stipulated in this Catalog. Block transfers, from accredited or articulated colleges (Associate of Arts degrees) may waive some requirements.

Grades

Only courses awarded with a C- or above will be assessed for transfer credit. Courses awarded a P (pass) or S (satisfactory) can also be assessed for transfer credit. Courses with grades below a C- are not eligible for transfer credit. Audit (AU) courses are also not eligible for transfer credit but can be considered by departments in association with pre-requisites or participation requirements.

There are three cases in which the proceeding ruling can be overturned:

- If the student is transferring in with a completed Associate of Arts Degree or an Associate of Fine Arts degree, grades of D-/ + may transfer if the grade was awarded prior to the completion of the degree.¹⁰
- Grades of D-/ + awarded as part of a sequence of courses (those requiring the course as a pre-requisite) will be assessed for transfer, if the subsequent course was passed with a C- or above.
- Grades of D-/ + associated with lab courses, earning separate grades for the lecture section and the lab, will be assessed if the grade was awarded in association with the lab portion of the course and the combined grade point average for the lab and the lecture section is above 1.7.

Prior to Fall 2014, grade point averages transferred for students entering SAS programs, but not for students entering SPE programs. Beginning in the 2014-15 academic

⁷ Official college transcript: Mailed in a sealed envelope from the institution; Delivered by the student in a sealed envelope from the transcribing institution; electronically delivered from [Parchment](#), Scrip-Safe, National Student Clearinghouse, or JST.

⁸ Students may transfer a maximum of 45 credits towards an Associate of Arts or Associate of General Studies Degree.

15 of the last 30 hours of an AA or AGS must be completed at Central Christian College of Kansas.

⁹ Specific programs may limit the number of hours that are applied to the transcript.

¹⁰ Students transferring credits related to a completed Associate in General Studies may receive special consideration for General Education courses that have a D-/ +.

year, grade point averages do not transfer for any students enrolling at the College.

Hour Conversion

Credits transferred from institutions using quarter credits will require that the Registrar calculate the number of credits to be transferred. If credit is awarded, the Registrar will multiply the quarter credits by .67 (from the awarding school) to figure the number of semester credits accepted by Central Christian College of Kansas.

Credit Evaluations and Adjustments

The Registrar is responsible for evaluating the transferability of courses from other institutions. This evaluation may require students to submit course syllabi or other documentation to verify that the course content and learning outcomes align with Central Christian College of Kansas (CCCK) academic standards.

The College reserves the right to accept transfer credit for a course while also determining that the course does not fulfill specific degree requirements. In such cases, the credits may count toward total credit hours but not toward major, core, or graduation requirements.

Students are advised to consult with the Office of Financial Aid to understand how transfer credits may affect their financial aid eligibility. A distinction exists between the number of hours accepted for transfer and the number of hours applicable toward a degree, which may impact a student's loan eligibility or enrollment status.

Decisions concerning the awarding of transfer credits can be appealed through the Registrar. Appeals should be submitted in writing with applicable evidence attached (i.e. Catalog, syllabi, etc.). The appeal should clearly articulate the change requested.

Dual Credit

Central Christian College of Kansas is committed to recognizing and accepting college-level credits earned from accredited institutions while a student is still in high school. To be considered for transfer, students who have completed dual credit coursework must request that an official transcript be sent directly from the issuing college or university to the Office of the Registrar.

Please note: Credit will not be granted based on high school transcripts or notations. All dual credit must be verified through an official postsecondary transcript.

Students are encouraged to request these transcripts as early as possible to ensure timely evaluation and appropriate placement in CCCK degree programs.

Types of Transferable Credit

Category One – Regionally Accredited Institutions

Category One transfer credits include credits earned at regionally accredited institutions of higher learning. Central Christian College of Kansas recognizes the following accrediting agencies:

- Middle States Association of College and Schools
- New England Association of Schools and Colleges
- North Central Association Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Colleges and Schools

Stipulations related to Category One transfer credits:

- Official transcripts (not copies) must be forwarded to the Registrar's office
- Grades of "C-" or better; "Pass", or "Satisfactory" will be considered for transfer, but will not affect GPA.
- Professional Development (PD) and Continuing Education Units (CEU) are not eligible for transfer consideration.
- Remedial courses (those with course designations beginning with "O") are not eligible for transfer under any circumstance.
- Transfer credits that are applied to the major must match the level articulated in the major. Transfer classes that match upper-level major requirements, but are not upper level, will not be applied to the major unless approved by the appropriate Department Chair.
- Credits awarded on the transcript from a standardized test will not be accepted. Official documentation from the standardized test organization must be submitted for Category Four assessment.¹¹
- Credits awarded on the transcript for prior learning will not be recognized. Official documentation (portfolio) will need to be submitted in accordance with Category Six assessment.

Category Two – Non-Regionally Accredited Institutions

Coursework completed at a post-secondary institution which does not have regional accreditation can be

accepted for transfer without additional documentation (i.e. needing to send a transcript of the scores directly)

¹¹ AP and CLEP scores recorded on the transcript after 7/1/2017 from a Kansas state college (KBOR) will be

considered on a case-by-case basis if the institution has the recognition of an accrediting agency and is recognized as Title IV eligible (as articulated by the Department of Education: http://www2.ed.gov/admins/finaid/accred/accreditation_pg9.html).

Accreditation status of an institution can be verified by visiting: <https://www.ed.gov/accreditation?src=accred>
Verification of accreditation does not assure acceptance of credits. Accreditation simply allows the Registrar to review the transcript. Individual courses will be reviewed and awarded credit based on comparability of subject matter, learning objectives, timeliness of enrollment (within 10 yrs.), and applicability of the course to the degree program.

- All Stipulations for Category One Plus:
- The school must have a Federal Identification Code.
- The school must be recognized by the Department of Education as Title IV eligible.
- A copy of the syllabi for each course may be required for evaluation.

Category Three – Articulation Agreements

Special arrangements are occasionally developed between educational institutions and Central Christian College of Kansas. These agreements will stipulate the guidelines by which credits will be awarded.

Regionally Accredited Community Colleges/Block Transfer

Students graduating with an Associate of Arts or Associate of Fine Arts from a regionally accredited college or Community College will be considered as having completed all General Education requirements. Students will still need to complete the minimum Christian Worldview requirements and any Portfolio level course associated with the College's general education requirements.

The College also maintains articulation agreements with the institutions listed below. Specific information concerning the articulation agreements can be requested through the Registrar.

- Hallmark University
- Hesston College
- Northwest Career College
- Bob Jones University
- Central Christian College of the Bible
- Chattanooga College Medical, Dental & Technical Careers
- The College of Health Care Professions
- Gwinnet College
- Hutchinson Community College
- Institute of Business and Medical Careers College
- Meridian College
- Neosho Community College

- Kansas Christian College
- RIZE Partnership
- Tottori University of Environmental Studies
- Yanbian University of Science & Technology (China)
- Eastern Liaoning University (China)

These articulation agreements are valid as stipulated by the articulation agreement on file in the Academic Office. Only courses articulated in the agreement will be considered for transfer. Unless otherwise noted, only grades of C- or better are eligible for transfer. *Students receiving credit through an articulation agreement will still be required to complete deficient General Education and Worldview requirements, unless otherwise specified by the agreement.*

Academeum/College Consortium

While attending Central Christian College of Kansas, students are invited to register for courses through the College Consortium. For those schools with which Central has a consortial agreement, courses will be recorded on the Central transcript. For those schools with which there is no consortial agreement, the student will need to order a transcript from the teaching institution and have it sent to Central to transfer the grade. The course will be listed on the transcript as a transfer course and count in the semester's load, but no grade can be recorded until the transcript with the final grade is received.

- Alderson Broaddus University
- Benedict College
- Cambridge College
- Florida Institute of Technology
- Franklin University
- Goldey-Beacon College
- Goodwin University
- Goshen College
- Keiser University
- Midwestern Baptist Theological Seminary and Spurgeon College
- Ohio Valley University
- Prairie View A&M University
- Saint Leo University
- Springfield College
- Texas Wesleyan University
- Trine University
- University of the Incarnate Word
- University of Mount Olive
- University of Mount Union
- University of Providence
- Washtenaw Community College
- Western Texas College
- William Peace university
- Council for Christian Colleges and Universities schools
- Kansas Independent College Association schools

Other Consortial Agreements

Central has consortial agreements with several colleges, which allow students to take approved courses for credit at participating schools while still attending Central.

- Jerusalem University College
- Hesston College
- McPherson College
- Tabor College
- Dordt University

Reverse Transfer Agreement

As part of the Kansas Independent College Association, Central Christian College of Kansas offers the opportunity for students to participate in a Reverse Transfer Agreement with Kansas community colleges.

In order to qualify for a reverse transfer, the student must meet these conditions:

1. Have previously attended or are currently enrolled at a Kansas community college
2. Meet all community college resident credit requirements
3. Have been granted transfer credit at Central Christian College of Kansas of a minimum of 45 credit hours for coursework completed at a Kansas community college (or a combination of 45 accumulated hours from other accredited institutions and the community college)

If a student meets all of the above conditions, the Registrar's Office will notify the student and the community college of their eligibility (in cases of more than one previous institution, only the last community college of record before entering Central Christian College will be notified)

Process

The Registrar's Office will notify any eligible student of their eligibility within their first semester of attendance. Students have the opportunity to opt-in to the agreement for the current year by completing the Reverse Transfer Agreement form. In order to maintain compliance with any changes to FERPA, the agreement is only valid for the first academic year. A student may choose to renew their participation in the reverse transfer agreement with the Registrar's Office each academic year.

The Registrar's Office will remain in communication with the participating community college. The Registrar's Office will notify the participating student once the credits necessary to complete the associate's degree at the community college have been completed. The student will be charged for their official transcript (see Academics section of Catalog) to be sent. Transcripts for reverse transfers will be sent once a year within 30 days of the conclusion of the academic year.

Students wishing to be re-evaluated based on the associate degree earned as a result of the reverse transfer agreement must submit an official copy of the transcript from the degree-granting institution and will be subject to all transfer policies as stated in the Transfer section of the Catalog.

Category Four – Standardized Exams

Credits earned through standardized exams may be included in the total number of accepted transfer credits.

Original documentation must be on file at Central Christian College of Kansas in order for credits to be assessed. The following are accepted organizations for standardized examinations:

Advanced Placement (AP)

College Code: 6088

Central Christian College of Kansas awards college credits to high school students that completed Advanced Placement program (College Examination Board) Exams. Advanced Placement Exams are administered primarily in high schools. They are usually culminating exams for high school students enrolled in honors courses.

<https://apstudent.collegeboard.org/home?navid=clep-aps>

AP Exam scores must be received to award credit. Credits will not be awarded for AP courses from the high school transcript. Students must score a 3, 4, or 5 on the exam to receive college-level credit. The chart below lists specific credits associated with the appropriate AP exam scores. Credit for AP exams will be recorded on the CCC transcript with a grade of "PR". AP exams cannot be used to repeat a class already completed.

AP Exam Title	Score	Equivalency
Art History	3	HU-AR 101 Art Appreciation (3)
Biology	4	NS-BI 101 General Biology (4)
2D or 3D Design	3	GE-HU elective studio art (2)
Chemistry	4	NS-CH 102 General Chemistry (4)
Spanish Language & Culture	3	HU-FL Spanish I & II (8)
Spanish Language & Culture	4	HU-FL Spanish I, II, III (12)
Spanish Language & Culture	5	HU-FL Spanish I, II, III, IV (16)
English Language & Composition	3	EN-CP 103 English Composition I (3)
English Literature & Composition	3	EN-LT 205 Introduction to Literature [WI] (3)
Environmental Science	3	NS-BI 100 Environmental Science (4)
European History	3	GE-HI history elective

Human Geography	3	HU-HI 113 World Geography (3)
Macroeconomics	4	BS-EC 261 Macroeconomics (3)
Microeconomics	4	BS-EC 260 Microeconomics (3)
Calculus AB	3	NS-MA 111 Calculus I (4)
Calculus BC	3	NS-MA 111 & 211 Calculus I & II (8)
Physics 1	3	NS-PH 205 General Physics I (4)
Physics 2	3	NS-PH 206 General Physics II (4)
Physics C: Mechanics	3	NS-PH 215 University Physics I (4)
Physics C: Electricity & Magnetism	3	NS-PH 216 University Physics II (4)
Psychology	3	SS-PY 110 General Psychology (3)
Statistics	3	NS-MA 209 Statistics (3)
United States Government & Politics	3	HU-HI 203 American Government (3)
United States History	3	HU-HI 105 & 106 United States History (6)
World History	3	HU-HI 110 Survey of World History (3)

(609) 771-7088 (fax)
clep@info.collegeboard.org (e-mail)

CLEP Exam Title	Score	Equivalency
Principles of Accounting	50	BS-AC 120 Basic Accounting (3)
American Government	50	HU-HI 203 American Government (3)
History of the United States I	50	HU-HI 105 U.S. History I (3)
History of the United States II	50	HU-HI 106 U.S. History II (3)
Biology	50	NS-BI 120 Fundamentals of Biological Science (3)
Chemistry	50	Science Elective (4)
Calculus	50	NS-MA 111 Calculus I (4)
College Algebra	50	NS-MA 104 College Algebra (3)
College Composition Modular (no essay)	50	EN-CP 103 English Composition I (3)
College Composition¹²	50	EN-CP 103 English Composition I (3) And / Or EN-CP 104 English Composition II (3)
College Mathematics	50	NS-MA 201 Survey of Contemporary Mathematics (3)
Educational Psychology	50	ED-CC 281 Principles of Teaching & Learning (3)
Financial Accounting	50	BS-AC 220 Financial Accounting (3)
Human Growth and Development	50	SS-PY 201 Developmental Psychology (3)
Humanities	50	HU-AR 100 Perceiving the Arts (3)
Introductory Psychology	50	SS-PY 110 General Psychology (3)
Introductory Sociology	50	SS-SO 202 Principles of Sociology (3)
Pre-Calculus	50	NS-MA 105 College Trigonometry & Analytical Geometry (3)
Principles of Macroeconomics	50	BS-EC 261 Macroeconomics (3)
Principles of Management	50	BS-MG 351 Principles of Management (3)
Principles of Marketing	50	BS-MG 352 Principles of Marketing (3)

College Level Examination Program (CLEP)

College Code: 6088

Central Christian College of Kansas recognizes prior learning credits obtained through CLEP. Specific information concerning CLEP opportunities can be found at <https://clep.collegeboard.org/>

College Level Examination Program (CLEP exams include an assortment of different test topics and can fulfill general education and major requirements. All credit for CLEP tests is granted based on the score recommended by the American Council on Education (ACE). Credit for CLEP exams will be recorded on the transcript, with a grade of "PR". CLEP tests cannot be used to repeat a class already completed. If the score does not meet the minimum requirements articulated by the Registrar's office, no entry is made on the transcript. CLEP transcripts can be ordered at: <https://prod.idp.collegeboard.org/>

CLEP Transcript Request Service
P.O. Box 6600
Princeton NJ 08541-6600
(609) 771-7865 (phone)

¹² Students who complete successfully complete College Composition are eligible to receive credit for both EN-CP

103 and EN-CP 104, unless the student has already completed EN-CP 103.

Principles of Microeconomics	50	BS-EC 260 Microeconomics (3)
Spanish Level 1	50	HU-FL 108/109 Spanish I & II (8)
Spanish Level 2	63	HU-FL 208 Inter. Spanish (4)
Western Civilization I	50	HU-HI 103 History of World Civilization I (3)
Western Civilization II	50	HU-HI 104 History of World Civilization II (3)

DANTES Subject Standardized Tests (DSST)

College Code: 9801

Central Christian College of Kansas recognizes credit earned through DANTEs Subject Standardized Tests (DSST). American Council on Education (ACE) recommended equivalencies are used when determining credit. More information concerning DANTEs Subject Standardized Test can be found at www.getcollegecredit.com

DSST Exam Title	Score	Equivalency
Art of the Western World	400	HU-AR 101 Art Appreciation (3)
Astronomy	400	NS-PS 106 Introduction to Astronomy (2)
Business Ethics & Society	400	BS-MG 363 Profession Ethics (3)
Criminal Justice	400	SS-CJ 100 Introduction to Criminal Justice (3)
Environmental Science	400	NS-BI 100 Environmental Science (4)
Fundamentals of College Algebra	400	NS-MA 104 College Algebra (3)
Health & Human Development	400	SP-SH 101 Wellness for Life (3)
Human Resource Management	400	BS-MG 356 Human Resource Management (3 – lower level)
Introduction to Geography	400	HU-HI 113 World Geography (3)
Introduction to Business	400	BS-MG 100 Principles of Business (3)
Introduction to Law Enforcement	400	SS-CJ 214 Law Enforcement (3)
Introduction to World Religions	400	MT-WV 251 World Religions (3)
Lifespan Developmental Psychology	400	SS-PY 201 Developmental Psychology (3)
Math for Liberal Arts	400	NS-MA 201 Survey of Contemporary Mathematics (3)
Organizational Behavior	400	BS-MG 355 Organizational Behavior or (3 – lower level)

Personal Finance	400	BS-EC 265 Personal Finance (3)
Principles of Finance	400	BS-MG 353 Principles of Finance (3)
Principles of Advanced English Composition	400	EN-CP 103 English Composition I (3)
Principles of Public Speaking	400	CO-CO 211 Principles of Speech (3)
Principles of Statistics	400	NS-MA 209 Statistics (3)
Principles of Supervision	400	BS-MG 351 Principles of Management (3 – lower level)

GED® Scores for College Credit

Students scoring into the College Ready + Credit range (175-200) on a subject area of the 2014 GED® Test may qualify for college credits.

<https://www.kansasregents.org/students/kansas-high-school-diploma/kansas-ged-information#GED10> Students should order a copy of their GED® transcript from the American Council on Education and have it sent directly to the Registrar.

<https://www2.acenet.edu/credit/?fuseaction=transcripts.main>.

GED Exam Title	Score	Equivalency
Mathematical Reasoning	175	NS-MA 104 College Algebra (3)
Reasoning Through Language Arts	175	Lower-level humanities elective (1)
Science	175	Physical science elective (no lab) (3)
Social Studies	175	Lower-level humanities (3)

International Baccalaureate (IB)

Central Christian College of Kansas will award credits to students who participated in a high school International Baccalaureate Program and earned a score of 4 or greater on a Higher-Level exam (Standard level will not be accepted). Credit is awarded based on the score and the exam subject. Additionally, students who have earned the International Baccalaureate (IB) Diploma and meet minimum eligibility requirements will meet the full General Education requirements for Central Christian College of Kansas. International Baccalaureate transcripts should be sent directly to the Office of the Registrar.

<https://www.ibo.org/>

Category Five – Foreign Transcripts

Category Five transfer credits include all credits associated with foreign transcripts. Transfer credit will only be considered from institutions recognized by the government of the country in which the institution is located. In order for Central Christian College of Kansas to accept credits

awarded from a foreign institution, the transcript must first be translated and evaluated. The following agencies are recognized by Central Christian College of Kansas as valid foreign transcript reviewers:

- Center for Educational Documentation [www.cedevaluations.com]
- Education Credential Evaluators [www.ece.org]
- InCred [www.incredevals.org] (required for athletes)
- International Education Consulting (IEC) [www.interedconsulting.com]
- World Education Services [www.wes.org] (Recommended)

Once transcripts have been translated and evaluated, the Registrar will assess transfer credits based on Category Two standards.

Category Six - Credits for Prior Learning

Recognizing that many adult learners have already completed significant levels of professional education, Central Christian College is prepared to consider the role professional experience plays in the pursuit of a degree and award appropriate credit for such experience. There are two ways to receive credit for prior learning.

ACE Credit

Many certifications and training opportunities have already established equivalent credit through the American Council on Education (ACE). The following directory is a tool to look up organizations whose training has been evaluated by ACE for college credit: <https://www.acenet.edu/National-Guide/Pages/default.aspx>

ACE transcript must be forwarded the Central Christian College of Kansas. The request page is located at: <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Request-Transcripts.aspx>.

Category Seven – Military Credit

Central Christian College of Kansas recognizes the transferability of learning received as part of military training. Evaluations of military credit will adhere to the recommendations of the American Council of Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services.

- a) Army, Navy, Marines, and Coast Guard: Individuals serving in the Army, Navy, Marines, and Coast Guard will need to submit the following:
 - ACE Joint Services Transcript
 - Additional documentation as required
- b) Air Force: Students completing credits from the Community College of the Air Force (CCAF) will need to submit an official transcript. Transcripts from the Air Force will be evaluated under the guidelines of Category One

Endorsed Credit

Central Christian College of College recognizes a number of skill sets associated with the completion of certain professional certifications and licenses. In order for the College to consider recognizing these skills, the student will need to submit official documentation verifying successful completion of the program/certification.

- Pilot's License (www.faa.gov)
- Police Academy
- Corrections Academy
- Registered Nurse (www.nursys.com)
- Certified Legal Assistant (www.nala.org)
- Registered Medical Assistant (www.arma-cert.org)
- Certified Medical Assistant (www.aama-ntl.org)
- Emergency Medical Technician (www.nremt.org)
- Human Resource Certification (www.hrci.org)
- Registered Health Information Administrator/Technician (www.ahima.org)
- Dental Technician (www.nbccert.org)
- Dental Assistant (www.danb.org)
- Medical Technician (www.americanmedtech.org)
- Radiology/MRI Technician (www.arrt.org)
- Certified Professional Coder (www.aapc.org)
- Certified Pharmacy Technician (www.ptcb.org)
- First Aid

FINANCIAL AID

Students wishing to apply for financial aid should complete the Free Application for Federal Student Aid (FAFSA). This application will calculate the Student Aid Index (SAI) as determined by the federally approved Need Analysis System. The College will use the calculations found on the FAFSA, to determine each student's need. Need is the difference between the SAI and the cost of education at Central. After a student has been admitted to Central Christian College of Kansas, the Financial Aid Office will work with the student to develop an award package for revision and approval.

Acceptance Status

Full Acceptance

Students that have been fully accepted may be eligible to apply for Federal Title IV Financial Aid.

Provisional Acceptance

The student is eligible for Federal Title IV financial aid during the provisional acceptance period; however, he/she must satisfy the requirements of the provision before receiving aid for additional terms.

Conditional Acceptance

The student on a conditional acceptance is not eligible for Federal Title IV financial aid and will not be charged. Students are given one module to provide the additional documents needed in order to make a full or provisional admissions decision.

Award and Disbursement

Eligibility

Enrollment status affects the awards a student is eligible to receive. The following chart details how enrollment status affects each award.

Enrollment Status and Availability				
Award	Full-time 12 hrs.	¾ time 9-11.5 hours	½ time 6-8.5 hours	Less than ½ time, <6 hours
Federal Pell Grant	Full	¾	½	¼
Federal SEOG	Full	Full	Full	Full
Federal Stafford Loan	Full	Full	Full	None
Federal Work Study	Full	Full	Full	None
KS Grants	Full	None	None	None
Institutional Grants	Full	¾	None	None

Procedure

Students who are admitted to Central Christian College of Kansas may request a financial aid estimate prior to an anticipated start date. Once the FAFSA is received and all

additional financial aid documentation is provided, Financial Aid staff will provide the student with a Financial Aid Award Letter.

A returned signed award letter, completed Master Promissory Note, and Entrance Counseling are required before disbursements of Federal Direct Loans and Federal Parent Loans (PLUS) can occur. The FAFSA may require the financial aid staff to request additional documentation in order to verify information provided before aid can be disbursed.

If a student enrolls without financial aid paperwork being completed, the student will not receive any financial aid until all documentation is provided to the financial aid office. Within a few weeks of receiving all the required documentation, the student should receive his or her financial aid awards (as long as it is not past the deadline for late disbursements in each program).

Students will be given 14 days to cancel any loan disbursement from the date they were notified of any loan posting to their account. Cost of Attendance/Budgets

The table below illustrates how the College determines Cost of Attendance for different programs. Actual fee costs can be viewed in the "Tuition, Fees, and Charges" section of the Catalog. Charges are subject to change as directed by the Board of Trustees. Central Christian College of Kansas reserves the right to make changes without prior notice.

Cost of Attendance serves as the basis for calculating Financial Aid, which is more than the direct costs actually due to the College. For students not attending full-time or in living arrangements different from the ones displayed below. Cost of Attendance information can be obtained from the Financial Aid office.

School of Professional & Distance Education (Online)

	Full-Time Off-Campus	Full-Time (with parent)
Tuition & Fees	\$11,200.00	\$11,200.00
Books & Supplies	\$ 1,200.00	\$ 1,200.00
Room & Board	\$29,500.00	\$ 10,154.00
Loan Fees	\$ 70.00	\$70.00
Miscellaneous	\$ 2,000.00	\$ 2,000.00
Transportation	\$ 1,000.00	\$ 1,000.00

School of Liberal Arts & Sciences (Residential)

	On-Campus	Off-Campus
Tuition & Fees	\$31,500	\$30,400
Books & Supplies	\$ 1,200	\$ 1,200
Housing & Meals	\$ 9,900	\$16,715
Loan Fees	\$ 70	\$ 70

Miscellaneous	\$ 1,500	\$ 1,500
Transportation	\$ 1,000	\$ 2,400
Athletic Fee	\$500	\$500

School of Graduate Studies

	Off Campus
Tuition (Assumes 9 hours full time)	\$11,880.00
Books & Supplies	\$1,200.00
Housing & Meals	\$29,500.00
Loan Fees (Assumes maximum Loan borrowed)	\$217.00
Miscellaneous	\$2,000.00
Transportation	\$250.00

Textbooks

Central Christian College of Kansas maintains an on-line bookstore. Students can identify the texts and materials their faculty have selected for their classes by looking up the classes on their class schedule in e-Campus. Students are welcome to purchase their texts and materials at any site at which they believe they can obtain the best value. However, financial aid recipients may be able to use a "Book Voucher" to "charge" their textbooks against their future stipend/refund check at e-Campus.com.

Refunds & Return of Funds

Please see the TUITION, FEES, AND CHARGES section of the catalog for information on the refund policy and the required return of Title IV funds and other sources of aid in the event of withdrawal from the College.

Sources of Aid Available to both SAS (Residential) and SPE (Online) Students

Grants (Federal & State)

Federal Pell Grant (undergraduate only)

The Federal Pell Grant program provides for the payment of awards to students based on financial need. The application and award process is outlined as follows:

1. A student must complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov.
2. Central will calculate the student's award based on the SAI reported on the FAFSA. Award amounts may vary in amounts from year to year.

Federal Supplemental Educational Opportunity Grant (SEOG) (undergraduate only)

The Federal Supplemental Educational Opportunity Grants (FSEOG) is available to students with high financial need as determined by the Federal Need Analysis System with FAFSA. Generally, funds in this program are limited to students whose FAFSA results in the lowest SAI.

Kansas Comprehensive Grant (undergraduate residential only)

Residents of the state of Kansas attending Central Christian College of Kansas may be eligible up to \$3000 under the Kansas Comprehensive Grant (KCG) program. Eligible students must complete the FASFA, maintain a GPA of 2.0, be enrolled full-time (minimum of 12 credits per semester) and have sufficient "financial need".

Kansas residents should also go to the Kansas Board of Regents / Financial Aid website to learn about more Kansas State scholarships for which they may be eligible to apply. The deadline to apply for most of these scholarships is May 1 preceding the fall term.

Loans

Subsidized Federal Direct Loan (undergraduate only)

Under the Federal Direct Loan Program, a student borrows from the Department of Education. Eligible students may be eligible for a loan if they are enrolled or have been accepted for enrollment at least on a half-time basis in an eligible program. FAFSA is required to determine if a student is eligible for this assistance.

Subsidized/Total combined with Unsubsidized Annual Loan Amounts for:

Grade Level	Dependent Students	Independent Students
Freshman	\$3500/\$5500	\$3500/ \$9,500
Sophomores	\$4500/\$6500	\$4500/\$10,500
Juniors	\$5500/\$7500	\$5500/\$12,500
Seniors	\$5500/\$7500	\$5500/\$12,500
Graduate Student	N/A	\$0/\$20,500

The federal government subsidizes (pays) the interest on the Federal Direct Student Subsidized Loan until six months (grace period) after the student graduates, leaves school, or drops below half-time status. Repayment begins following that six-month grace period. Standard repayment schedules may be extended over a ten to twenty-five-year period.

As of July 1, 2013, students must finish their program of study within 150% of the published timeframe to continue receiving the interest subsidy.

Unsubsidized Federal Direct Loan

For undergraduate students who do not qualify for the maximum amount of the Subsidized Federal Direct Loan based on financial need, their Unsubsidized Federal Direct Loan can be increased commensurately. A student can borrow the same amounts as the Subsidized Federal Direct Loan; however, with the unsubsidized loan, the student does not receive an interest subsidy as the Subsidized Federal Direct Loan program. The student is responsible for the interest which begins accruing shortly after disbursement and is capitalized onto the principal balance

if not paid. Repayment obligations are the same as the Subsidized Federal Direct Loan Program.

Dependent students may borrow \$2,000 more than the maximum subsidized loan limits in the form of an Unsubsidized Direct Loan.

Independent students or dependent students whose parents are unable to borrow the Federal Parent Loan to Undergraduate Students (PLUS) are eligible for additional unsubsidized Stafford loan amounts as follows:

Additional Unsubsidized Loan Amounts for Undergraduate Dependent Students Whose Parents Cannot Borrow in Parent (PLUS) Loans:	
Grade Level	Amount
Freshman and Sophomores	\$4000
Juniors and Seniors	\$5000

Federal Parent Loan

The Federal Parent Loan to Undergraduate Students (PLUS) is available to parents as a means of helping their dependent children to attend college. Parents may borrow an amount equivalent to the Cost of Attendance/Budgets (see above) less other financial aid received. Repayment generally begins 30-60 days after the second loan disbursement but can be deferred until up to six months after graduation, but interest is accruing and if not paid is capitalized onto the principal balance. The PLUS loan does have a larger origination fee and interest rate than the student loans.

The Subsidized, Unsubsidized, and Parent PLUS loans are subject to Interest Rates and Origination Fees. Origination Fees are deducted from the loan before the funds are sent to the College from the Federal Treasury. For more information on federal student loans go to www.studentaid.gov.

Graduate Unsubsidized Loans:

Graduate students who are enrolled at least half time may borrow up to \$20,500 annual loan limit. This loan is interest bearing and the rate is adjusted annually. Subsidized Loans

are not available to graduate students. The process and terms are the same as described above in Undergraduate Unsubsidized Loans.

Federal Grad PLUS Loans:

Graduate students are eligible to borrow the Federal Grad PLUS loan program after they exhausted eligibility for the Graduate Unsubsidized Loan for the year. The process is similar to the parent PLUS loan, but the borrower is the graduate student not the parent. Parents are not eligible to borrow for their graduate student children. The Graduate student logs on www.studentaid.gov > Apply for a Grad PLUS Loan to complete and submit the application. A light credit check is evaluated by the system and if the loan is approved, the graduate student then completes the Grad PLUS Promissory Note and Grad PLUS Entrance Counselling.

In combination, the graduate student cannot borrow a total in the Graduate Unsubsidized Loan and the Grad PLUS loan that exceeds their Cost of Attendance Allows described above. If the graduate student believes that they need additional financial assistance, contact the Financial Aid Office for further instructions and explanation.

Information concerning additional sources of aid, including scholarships and grants, are included on the College's website.

Off Campus Housing Stipulation

Under stipulations described herein, students may voluntarily apply for off-campus living. If a student is approved, he or she will be assessed a 25% reduction in any offers of College-related aid or a 25% reduction in current aid when transitioning to off-campus housing.

Veterans

Students who are eligible for VA educational benefits should first contact their nearest Veterans Administration Office for a letter of eligibility before contacting the Registrar's office at Central Christian College of Kansas. An online application is also available at <http://www.benefits.va.gov/gibill>. See also the VETERANS, ACTIVE MILITARY, AND DEPENDENTS/SURVIVORS section of this catalog.

TUITION FEES AND CHARGES

Charges are subject to changes as directed by the Board of Trustees. Central Christian College of Kansas reserves the right to make changes without prior notice. All tuition charges will be set and disclosed at least 90 days prior to the date they become effective.

Tuition is based on the program of enrollment in which the student is associated and is not adjusted for courses taken in different learning environments. Thus, a residential student taking courses through an online environment will be charged at the residential tuition rate.

All accounts are due at the beginning of each term. Students that are unable to pay the full balance at the beginning of the term may opt to pay their balance through payment plan. Accounts will be evaluated at the end of each semester and students who are not faithful to the agreement run the risk of being dismissed from the College until their balance is paid in full.

Students in online programs must have their balance paid in full prior to the end of the semester. No payment plan will extend beyond the semester in which the charges are earned. Students failing to pay in full by the end of the semester will not be allowed to continue into the next semester until their balance is paid in full.

In regard to students utilizing Veteran Education Benefits, CCCK will not impose any penalty on a Chapter 31 (VR&E) or Chapter 33 (Post 9/11) recipient due to their inability to meet their financial obligations due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. This includes the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that they borrow additional funds above the cost of tuition/fees. They will, however, be required to provide proof of their eligibility for benefits and proof that said benefits will cover all charges for the semester.

General Costs & Fees

School of Liberal Arts and Sciences

Residential Campus	Semester	Year
Residential Tuition (12-18 Credits)	\$15,250	\$30,500
Credits over 18 (Per Credit)	\$847	
Student Fee	\$500	\$1000
Athletic Fee	\$200	\$400
Hourly Tuition Rates		
1-5 Semester Credits (Per Credit)	\$254	
6-8 Semester Credits (Per Credit)	\$593	
9-11 Semester Credits (Per credit)	\$847	
Summer Online CCCK Course (Per Credit)	\$200	
Summer Online Acadeum (Per Course)	Cost + \$100	
Summer Practicum/Internship (Per Course)	\$500	
Room & Board		
Standard Double Rate ¹³	\$2,450	\$4,900
Meal Plan [19 Meals/Week]	\$2,500	\$5,000
Meal Plan [11 Meals/Week]	\$1,590	\$3,180
Commuter Plan [5 Meals/Week]	\$720	\$1,440
Non-Degree Seekers (High School)		
High School - NDS Enrollment (Per Credit)	\$100	
High School Private Lesson Fee (Per Credit)	\$100	
Dual-Credit Tuition (Per Credit)	\$65	
Online Dual-Credit (Per Credit)	\$120	
Audit (Non-High School)	\$55/credit	

SPE/SGS

Student Type	Hourly Tuition Rate (Per Credit)	Fees (Per Course)*
Undergraduate	\$288	\$125
Graduate	\$495	

*Maximum semester fee \$500

Course Related Fees

Athletic Training/Care & Treatment	\$15.00
Basic Nutrition	\$10.00
Ceramics	\$120.00
Education: Early/Culturally Diverse Field Experience	\$15.00
Education: Field Experience	\$135.00
Education: Student Teaching	\$300.00

¹³ Private Room (subject to availability): 1.5 x room rate

Sport Psychology	\$10.00
Photography	\$50.00
Interpersonal Communication	\$45.00
Perceiving the Arts	\$10.00
Personal & Community Health	\$10.00
Introduction to Theatre	\$10.00
Science Lab Courses	\$15.00
Stage Movement	\$25.00
Stained Glass	\$200.00
Theatre Production	\$10.00

Administrative Fees

Deposit	\$100.00
International Deposit	\$500.00
Changes in Registration (After Add/Drop Date)	\$10.00
Transcript (Official)	\$10.00
Study Abroad Fee	\$200.00
International Student Fee (Per Year)	\$250.00
ID Replacement	\$10.00
Graduation Fee	\$100.00
Athletic Meal Fee (Reduced Plans)	\$250.00

Meals

This policy defines the structure, eligibility, and administration of residential meal plans offered by Central Christian College of Kansas. The intent is to ensure that institutional meal plans align with federal financial aid requirements, provide fair and consistent access to food services, and offer flexibility to meet the diverse needs of students.

The College offers three institutionally managed meal plans:

- **Full-Meal Plan (Default Plan):** Provides three meals per weekday (Monday through Friday), and brunch and dinner on weekends. This plan serves as the default for all residential students and forms the basis for the \$5,000 Cost of Attendance (COA) food allowance.
- **11-Meal Plan (Reduced-Access Plan):** Provides 11 meals per week for 32 weeks (352 meals/year). Available only to students living in non-dormitory, college-assigned housing. By request only, with evidence of access to a fully equipped kitchen. Students must supplement remaining meals with personal grocery preparation. Meals do not roll over week to week.
- **5-Meal Plan (Commuter Plan):** Provides five meals per week. Available to commuting students who wish to participate in campus dining on a limited basis. Meals do not roll over week to week and are not intended to provide full nutritional coverage.

All athletes that are also on a reduced meal plan (11 or 5) are charged an additional \$250.00/year Athletics Meal Fee to cover meals during official team travel or events.

Eligibility and Plan Selection

All residential students are automatically enrolled in the Full-meal plan. Those residing in campus assigned housing, who can verify sufficient access to necessary equipment for meal preparation, may submit a request to switch to the 11-meal plan. Commuting students may opt into any meal plan.

Meal plan selections or changes must be submitted before the start of each semester and require approval by the Office of Residence Life or Student Accounts, depending on student classification.

Treatment of Breaks and Partial Weeks

Meal plans are structured on a per-week basis across a 32-week academic calendar. Meals are not served during official College breaks, such as Thanksgiving Break, Winter Break, and Spring Break, unless special arrangements are made through Residence Life or Athletics. While meal plans are not automatically prorated for weeks with partial service (e.g., early move-out or delayed move-in), adjustments may be considered on a case-by-case basis for College-approved exceptions. Students involved in early arrival programs, athletic preseasons, or College-sponsored travel during breaks may receive meals through special arrangements; these meals are not deducted from a student's meal plan unless specifically designated.

Limitations and Additional Considerations

Unused meals do not roll over from week to week. The College does not currently offer flex dollars or campus dining credits. Students, with jobs or other early morning weekend responsibilities, may request breakfast "go meals". The College reserves the right to update meal plan structures, pricing, and eligibility criteria as necessary to ensure operational sustainability and regulatory compliance.

Students on the 19-meal plan may access up to three meals per day, each associated with a defined dining period: breakfast, lunch, and dinner. Swipes are non-transferable between periods and do not accumulate. Students on reduced meal plans (e.g., 11- or 5-meal plans) operate on a declining balance of weekly meals but are still restricted to one swipe per applicable period.

Nearly all meals served in the Dining Center are buffet-style, with each swipe granting one all-you-can-eat visit during the designated period. Students who swipe into the dining hall, leave, and attempt to return within the same meal period will not be permitted additional access.

Clinical Placement

Students living on campus who are participating in student teaching, clinical placement, or other off-campus academic

assignments that occur during regular dining hours remain enrolled in the standard residential meal plan, unless qualified for a reduced plan. The College offers flexible dining options, including go meals, to accommodate these schedules. In rare circumstances where access to dining is severely limited, students may request a clinical placement dining adjustment, which may include a partial meal credit or modified plan, subject to approval by Residence Life and Dining Services.

Dietary Restrictions and Meal Plan Participation

Central Christian College of Kansas is committed to supporting the dietary needs of all students while maintaining the integrity and equity of its institutional meal plan structure. Students with dietary restrictions—including but not limited to allergies, intolerances, religious observances, or medically necessary diets—are not automatically exempt from required meal plan participation.

Creative Dining Services, the College’s dining provider, offers extensive accommodations for a variety of dietary needs. These accommodations may include:

- Allergen-safe meal preparation and labeling (e.g., gluten-free, dairy-free)
- Vegetarian and vegan options
- Nutrition and ingredient transparency
- Personalized consultations with the on-site Executive Chef or Dining Services Director

Students requesting exemption from a required meal plan due to dietary restrictions must first participate in a documented consultation with Creative Dining Services to determine if reasonable accommodations can be made. Only after this process, and if accommodations are deemed infeasible, may a formal exemption request be submitted to the Office of Student Life for consideration.

Exemptions are rare and will only be granted when CDS confirms in writing that it cannot safely or reasonably meet the student’s documented dietary requirements. Students seeking exemption must submit:

- A written explanation of the dietary restriction
- Medical or religious documentation (as appropriate)
- Confirmation from CDS regarding accommodation feasibility

All exemption requests must be renewed annually and are subject to review.

SNAP and Federal Assistance Considerations

Students who receive more than half of their weekly meals from a college-provided plan may be ineligible for SNAP (Supplemental Nutrition Assistance Program). Because the 11-meal plan exceeds this threshold, it may affect

eligibility. Students anticipating SNAP participation are encouraged to consult their caseworker before selecting a campus meal plan.

Study Abroad Aid

Students studying in an approved study abroad program are charged the standard full-time tuition or program tuition, whichever is higher. The College bills the student for any additional fees that are billed to the College that are non-tuition related (e.g. room, board, travel, insurance, administrative fees, etc.). If the total cost of a program billed to the College is higher than the overall cost of the College, the student is charged the difference. Aid awarded by the College, may be applied to approved Study Abroad programs (i.e. Best Semester, Student International).

Refund Policy

In compliance with federal regulation, Central Christian College of Kansas maintains a fair and equitable refund policy. This policy encompasses both Institutional and federal regulations.

Students are responsible for all costs related to the term in which they are registered, regardless of attendance in any particular course.

Federal regulations require that the College recalculate a student's eligibility for financial aid if they leave the College without completing their term of enrollment. Based on the percentage of the term completed, the College is required to return funds to the federal student aid programs. In addition, the College prorates any institutional funding received (i.e. scholarships, grants, etc.). This reduction in financial aid eligibility often creates a balance due to the College. For this reason, we strongly recommend that any student considering withdrawing during a term or semester contact the Office of Financial Aid to discuss the financial impact of their decision with a counselor.

The regulations that govern federal refunds are separate from the institutional refund policy.

Institutional Refund Policy

Depending on the point at which a student withdraws from the College, he or she may be eligible for a tuition refund. The refund calculation does not include any fees associated with the term. In keeping with the policies of the Kansas Board of Regents, the refund is calculated using the following gradations:

School of Liberal Arts and Sciences (Term Based – Non-Sequential Courses)

Withdrawing before the end of the first week of courses	100% Tuition Refund
Withdrawing through the third week of courses	70% Tuition Refund
Withdrawing through the fifth week of courses	50% Tuition Refund

Withdrawing through the seventh week of courses	30% Tuition Refund
Withdrawing after the seventh week of courses	0% Tuition Refund

There are no refunds related to room charges once classes have begun, and the student attends a class. A student may receive up to a seventy-five percent refund of board charges, based on a prorated calculation.

SAS students enrolled in any modular course will be responsible for full charges on day seven of the course.

Withdrawal from courses, prior to the Official Add/Drop date may affect financial aid and athletic eligibility. Additionally, withdrawing from a course at any point in the semester may affect residential and student status.

School of Professional and Distance Education and School of Graduate Studies (Term Based – Modular Courses)

Students are enrolled for a full-term at the beginning of each payment period (one term = four courses/modules). Charges are applied to the student ledger based on enrollment in the full term. Each module/course will follow the refund schedule below. Fees are non-refundable.

Dropping course prior to course start date or drop due to lack of participation in first week	100% Tuition Refund	Course is not listed on transcript
Dropping course during the first week	100% Tuition Refund	Course appears with a W on transcript
Dropping course during second or third week	0% Tuition Refund	Course appears with a W on transcript
Dropping course after third week	0% Tuition Refund	Course appears with a WF or WP on transcript

When calculating the institutional refund, the College utilizes the last date of attendance. For Title IV purposes, the Last Date of Attendance will be used for any calculations.

SPE students enrolled in courses as part-time will be assessed full charges on day seven of the course. To avoid charges, the student needs to withdraw from the course prior to the Add/Drop Day for modular course (Day Seven).

Withdrawal from courses may affect financial aid and athletic eligibility. Additionally, withdrawing from a course at any point in the semester may affect residential and student status. In determining the official termination date, the College considers the week during which the student last attended to be an entire week of attendance. However, for Title IV purposes, the Last Date of Attendance will be used for any calculations.

WISCONSIN

Students living in Wisconsin and enrolled in an online course will have the following additional standards:

1. With regard to census dates, students in online programs will be charged 100% of the term on the 4th day of class.
2. With regard to return of unearned funds, Central Christian College will return funds within 40 days of the Date of Determination.

Wisconsin Refund Policy

The student will receive a full refund of all money paid if the student:

- Cancels within the three-business-day cancellation period under EAB 6.03;
- Accepted was unqualified and the school did not secure a disclaimer under EAB 9.04;
- Enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

Refunds will be made within 10 business days of cancellation. A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund as follows:

At Least	But Less Than	Refund of Tuition
1 unit/class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
60%	No	No refund

The College will retain a one-time application fee of \$100. The school will make every effort to refund prepaid amounts of books, supplies, and other charges. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of instruction, and withdrawal is due to mitigating circumstances beyond the student’s control, the school may refund a pro rata amount.

A written notice of withdrawal is not required.

Wisconsin Constructive Notice of Withdrawal Policy

Wisconsin students will follow the institutions withdrawal policy as described in the Financial Aid section of this Catalog. However, Wisconsin students institutional refund policy will be based on Last Date of Attendance (LDA) instead of Date of Determination. The Financial Aid

Office is required to calculate the return of Title IV funds by using the Last Date of Attendance based on data collected from course records.

Force Majeure

In the event that the College must suspend, close, or adjust operations in response to force majeure, the College is under no obligation to adjust or refund tuition, fees, or other auxiliary costs. Force Majeure is defined as any act of God (i.e. fire, tornado, explosion, earthquake, flooding, etc.); war, hostilities, (declared or undeclared), invasion, act of foreign adversaries, mobilization, requisition, or embargo; rebellion, revolution, insurrection, or military or usurped power or civil war; contamination by hazardous material; riot, commotion, strikes, disorder; acts or threats of terrorism; plague, epidemic, pandemic, infectious outbreaks, or other public health crises – including quarantine or other public health restrictions; and any act(s) of state or governmental that may prohibit or impede the ability of the College to fulfill these obligations. If such impediments occur, the College will provide a good faith estimate of the expected duration and effects caused by the force majeure event, with a primary focus on minimizing disruptions in academic services. All refund policies pertaining to force majeure remain at the discretion of the College.

Per federal regulations, in the event the College must suspend or close due to force majeure, the following two scenarios may apply in determining a student's Enrollment Status, Withdrawal Date, and potential Return of Title IV funds:

- If the College ceases operation during a payment period and fails to reopen by the end of the period, the student is considered no longer in attendance and must be considered withdrawn for that period of enrollment.
- If the College closes and subsequently reopens during the payment period, any student who began attendance but failed to return is considered withdrawn effective the midpoint of the semester or the date the institution ceased operation.

Federal Refund Policy - Return to Title IV

In addition to the Institutional Policy, the College is required to review the file of any student, withdrawing from the College (officially and unofficially), receiving Title IV Financial Aid to determine the amount of unearned financial aid and return that aid to the appropriate lender/provider. In the course of this calculation, it may be found that the student owes Central Christian College a portion of the tuition and fees that were not covered as determined by the Return to Title IV procedures defined by the Department of Education.

The Higher Education Amendments of 1998 define "withdrawal" as failure to complete the period of attendance on which federal aid eligibility was based. For Central Christian College this includes the *entire term of enrollment*. Therefore, students withdrawing from the College officially or unofficially (lack of attendance) will be responsible for all costs associated with the *term*. It is the responsibility of the Financial Aid Office to calculate the amount of federal aid earned based on the length of time the student was active in the term. All of the days associated with the term of registration are included in the number of days used to calculate the return. However, breaks of five or more days are excluded from the number of days used in the calculation.

If a student stops attending classes without completing an official withdrawal, the Financial Aid Office is required to calculate a Return of Title IV funds. To complete the calculation, the Financial Aid Office will utilize the Last Date of Attendance (LDA) based on data collected from course records.

For a student attending a modular program, if the student withdraws or is withdrawn from a course but provides written confirmation of his or her intent to attend an upcoming course *scheduled in the same term* (payment period), a recalculation of aid is not necessary. However, if the student does not show positive attendance in the first seven days of the following course, the student will be considered withdrawn from the College. The last date of attendance will be used for all refund calculations. The student should keep in mind that the Financial Aid Office may need to recalculate aid eligibility if he or she changes enrollment status (i.e. full-time, part-time, half-time, etc.). Written confirmation, as described here, cannot be used to maintain enrollment between terms. Students dropping or withdrawing from a course at the end of the term are considered withdrawn from the College for purposes of federal aid and will therefore trigger a Return to Title IV calculation.

The College uses the LDA as a point of reference when calculating Return to Title IV. Students with recorded withdrawals in a term will require the College to calculate the actual number of days the student was actively attending in the term.

The percentage of the term completed is determined by dividing the number of calendar days completed as of the date of withdrawal by the total number of calendar days in the term. If withdrawal occurs on or before 60 percent of the term has elapsed, the percentage of federal aid earned is equal to the percentage of the term completed. However, 100 percent of federal aid is earned if the date of withdrawal occurs after 60 percent of the term has elapsed.

The amount of federal aid earned is equal to the percentage of funds earned multiplied by the total amount of funds that was disbursed (or could have been disbursed) as of the day the student withdrew.

The types of aid considered under Title IV include and are returned in this order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans
4. Federal Pell Grants
5. FSEOG
6. TEACH Grants

Central Christian College reserves the right to amend the Return to Title IV policy at any time in order to comply with federal regulations.

INELIGIBLE PELL

Federal Pell grant eligibility is determined by two factors: the student's Student Aid Index (SAI) as calculated on the Free Application for Federal Student Aid (FAFSA), and the student's enrollment status (full time, $\frac{3}{4}$ time, $\frac{1}{2}$ time, or less than half time). In modular programs, Pell grant is disbursed on the assumption that students will remain at the same enrollment status for the entire term. Students that withdraw before attempting all of the credits for which they are enrolled may have a change in their enrollment status. Before a Return to Title IV Funds calculation can be completed, Central Christian College must first determine if the student's enrollment status has indeed changed and return any ineligible Pell funding.

INELIGIBLE LOAN

To receive Federal Direct Loans, students must be enrolled at least half time (6 credits). Students that withdraw before beginning all of the credits for which they are enrolled may have a change in their enrollment status. Federal Direct Loans disbursed prior to the Last Date of Attendance will be subject to the Return to Title IV Funds calculation as explained below. Loans that were originated prior to the Last Date of Attendance, but not disbursed, may be counted in the Return of Title IV Funds as "could have been disbursed."

POST-WITHDRAWAL DISBURSEMENT

After an R2T4 is completed, it may be determined that a student has received less aid than earned. In this instance, the student may be eligible for a Post-Withdrawal Disbursement (PWD). Any PWD of Pell owed will be disbursed within 45 days. For any eligible PWD loan funds, the College will notify the student, in writing, of the eligible amount within 30 days. The student will have 14 days to

accept or decline the disbursement. If acceptance is not received within this timeframe, the institution will not make the Post-Withdrawal Disbursement to the student. All Post-Withdrawal Disbursements are applied to the student's account first, and any credit balances created by PWD funds will be sent to the student upon disbursement.

RETURN OF TITLE IV FUNDS FROM THE STUDENT

If the student is required to return unearned Title IV loan funds, those FSA loan funds will be returned in accordance with the terms of the loan.

If the student is required to return unearned Title IV grant funds, the original amount calculated is reduced by 50%. If the original amount calculated for an individual grant overpayment is \$50 or less, it is considered *de minimus* and does not have to be repaid.

When a return of Title IV funds is due from the student, the school is responsible for notifying the student of the amount owed. Until the grant overpayment has been repaid, the student is ineligible for further federal financial aid funds and must be reported as being in overpayment status.

CREDIT BALANCES

If an R2T4 calculation results in a Title IV credit balance on the student's account, this credit balance will be disbursed as soon as possible and no later than 14 days after the R2T4 calculation is completed.

If it is determined an R2T4 calculation is not necessary and that the student has earned all posted aid, any credit balances will be disbursed as soon as possible and no later than 14 days after that determination is made.

REFUND DISTRIBUTION

If the institutional refund calculation results in a refund due, the amounts are first restored in the order listed above in *Return of Title IV Funds Distribution* and then in the following order:

1. Other Federal Aid
2. State Aid
3. Private Aid
4. Institutional Aid
5. Student

All refunds due will be paid in full within 45 days of the Date of Determination.

Any specifications related to State Authorizations are located at the end of the Catalog.

RETURN OF MILITARY TUITION ASSISTANCE FUNDS

If the student withdraws within the first 60% of a course, tuition assistance funds must be returned to the military. For the specific percentage of funds to be returned, reference the charts below. Once the student passes 60% of the course, no funds will be returned.

6 Week Course (Total of 42 days)

Day 1-7	100%
8	81%
9	79%
10	76%
11	74%
12	71%
13	69%
14	67%
15	64%
16	62%
17	60%
18	57%
19	55%
20	52%
21	50%
22	48%
23	45%
24	43%
25	40% (60% course completion)
Day 26-42	0%

16 Week Course

Before or during week 1	100%
Weeks 2-3	90%
Weeks 4-5	70%
Weeks 6-7	60%
Weeks 7-9	50%
Weeks 9-10	40% (60% course completion)
Weeks 11-16	0%

Note: Week of instruction is counted as 7 days.

VETERANS, ACTIVE MILITARY, AND DEPENDENTS/SURVIVORS

Central Christian College of Kansas (CCK) is honored to have veterans, National Guard, active duty and reservists choosing to attend classes on-campus and online. This section of the Catalog is designed to provide information about military benefits that may pertain to those students with military service and their dependents and survivors.

Veterans Benefits

Veterans Administration (VA)

The U.S. Department of Veteran's Affairs (VA) administers a variety of benefits and services that provide financial and other forms of assistance to service members, veterans, their dependents and survivors. One of these benefits provides assistance to those who are pursuing a college education. Students may contact the VA to inquire about this benefit either by phone or through the GI Bill® website.

- Phone: 1-888-GI BILL-1 (1-888-442-4551)
- Website: <https://www.va.gov/education/>
 - (Click the link under the 'Message Us' heading to submit a question)

All students planning to use VA education benefits must submit an application directly to the VA prior to using their benefits. This can be done on the VA website listed above. Students should be aware that it can take up to two months for applications to be processed and should plan accordingly.

Students who have previously used their benefits at another school must switch their benefits to CCK. They can do this by either submitting a "Change of Program or Place of Training" form through the VA website or submitting the initial application again.

When using VA benefits to pay for tuition at CCK, students must first contact the Registrar's Office and then inform the Business Office and Financial Aid Office of their intentions. A notification form can be found at <https://www.centralchristian.edu/military-benefits/>.

School Certifying Official (SCO)

A School Certifying Official (SCO) serves as the primary point of contact between Central Christian College of Kansas (CCK) and the U.S. Department of Veterans Affairs (VA) for students utilizing VA education benefits. At CCK, the SCO supports students enrolled in both online and residential programs and may be reached through the Registrar's Office.

The SCO is responsible for reporting a student's enrollment status and dates of attendance to the VA, as well as submitting net tuition and fee information when required to ensure that benefits are processed accurately. While the SCO is available to assist with the reporting and certification process, it is important to understand that

they are not authorized to advise students on which VA benefit to use or to provide specific details about the amount of financial support a student may receive.

Types of Benefits

CCK School Certifying Officials do not have access to VA records and are not able to identify program eligibility. For more information or to inquire about eligibility, please contact the VA directly using one of the methods described previously.

Educational and career counseling (Chapter 36)

- FREE to anyone eligible for VA education benefits
- Personalized coaching for:
 - Career decisions
 - Educational decisions
 - Resume building
 - Barriers to your success
- Apply and find more information here: <https://www.va.gov/careers-employment/education-and-career-counseling/>

Benefits Available to Veterans

- Chapter 30 Montgomery GI Bill® – Active Duty
- Chapter 31 Veteran Readiness and Employment (VR&E)
- Chapter 32 Veterans Educational Assistance Program (VEAP)
- Chapter 33 Post 9/11 GI Bill®
- Chapter 1606 Montgomery GI Bill® – Selected Reserve

Benefits Available to Dependents/Survivors

- Chapter 33 Post 9/11 GI Bill® – Transfer of Entitlement (TOE)
- Chapter 33 Post 9/11 GI Bill® – Fry Scholarship
- Chapter 35 Survivors' and Dependents' Educational Assistance Program (DEA)

For a side-by-side comparison chart of benefits see:

http://www.benefits.va.gov/GIBILL/comparison_chart.asp

How VA Benefits Are Paid

Veteran's benefits are paid in several ways and are dependent upon what type of benefit the student is receiving.

CCK bills students by semester (online/modular programs define a semester as four consecutive course dates, beginning with the start of the student's program). With that in mind, students should understand the frequency by which their respective benefit(s) will be paid (see below) and how this will affect their tuition/fees balance. Students

are encouraged to visit with CCK's SCO about their financial plans to determine if additional contact with the Financial Aid or Business Office would be appropriate.

Post 9/11 (chap 33)

- tuition/fees sent to school upon start date of each course (some fees excluded) – courses shorter than the semester will be paid individually
- monthly housing stipend sent to student (prorated according to official class days and full/part time status)
- book stipend sent to student upon start of semester (*prorated according to enrolled credits*)

VR&E (chap 31)

- tuition/fees sent to school upon start of semester (*some fees excluded*)
- monthly housing stipend sent to student (prorated according to official class days and full/part time status)
- books usually paid for by VR&E, contact SCO for more information

All Other Benefits

- monthly stipend sent to student (prorated according to official class days and full/part time status)
- it is the student's responsibility to make payment arrangements with the Business Office

NOTE: All monthly stipends are sent at the **end** of each month of enrollment (e.g. if your first course starts January 4, your first payment will be at the end of January).

If the student's VA benefits are not paid directly to CCK, the College may require payment from another source to cover the expected balance for the semester or require the student to go on a formal payment plan. As benefits or payments are received by the school, any credit that may be created will be returned to the student within 14 days of posting to their account.

Yellow Ribbon Program (Post 9/11 GI Bill)

Central Christian College of Kansas is proud to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a voluntary agreement between CCK and the VA to fund net tuition and fee charges that are above the maximum cap for private colleges. This program is available to students who are eligible for the Chapter 33 Post 9/11 GI Bill® at the 100% level. CCK does not limit the number of recipients in any given year.

Fifty percent of any net tuition and fee charges that exceed the maximum cap will be funded by CCK, up to \$2500. The VA will match the amount funded by CCK. Please visit the VA website for the current tuition cap. Net tuition and fee charges are defined as the tuition and fee charge less any waiver or reduction of tuition and fees that is provided

directly to the school and is specifically designated for the sole purpose of defraying tuition and fees. This may or may not include aid received from scholarships, Federal or State government agencies, CCK, or employers.

Yellow Ribbon funds provided by the VA will be sent directly to the school and applied to the student's account. Yellow Ribbons funds provided by CCK will be applied to the student's account in the form of an institutional grant. For more information on the Yellow Ribbon program, please visit the VA website or speak with CCK's SCO.

Principles of Excellence

To strengthen consumer protection for service members, veterans, and their families, Central Christian College of Kansas has agreed to Executive Order 13607. CCK is committed to providing all students with consumer information to make informed decisions concerning the use of their well-earned education benefits.

Rate of Pursuit

The VA calculates a figure known as the "Rate of Pursuit" to determine enrollment status (full time, part time, etc.). This figure can result in a VA enrollment status that is different from CCK's enrollment status. The only CCK programs directly affected are those that utilize modular 6-week courses. Rate of Pursuit involves how long it takes a student to complete a certain number of credits. In CCK's 6-week course programs, it takes longer than a traditional semester to earn the same number of credits. Students taking courses during a traditional semester take 15 weeks to complete 12 credits (a full-time load). When taking one 6-week course at a time, it takes 24 weeks to complete those same 12 credits. Since the Rate of Pursuit is slower, the VA considers the enrollment status of these programs to be three-quarter time. As a result, students with standard enrollment in these programs will be paid at the VA's three-quarter time rate.

Additional Military Documents that may be Requested

Copies of the following documents may be requested by the School Certifying Official or Financial Aid Office:

- Confirmation of completing application for VA Education Benefits
- Certificate of Eligibility (COE)
- Notice of Basic Eligibility (NOBE)
- Change of Program or Place of Training form
- VR&E authorization form

Tuition Assistance

Military Tuition Assistance (TA) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard for voluntary off-duty education programs. Each service has its own criteria for eligibility, obligated service, application process and restrictions. It can be applied for through the service member's education office (located on their base). Students should be aware that their application

for each class must be approved before the official start date of the class.

The Department of Defense (DOD) has directed a uniform TA fiscal policy across the military services. Currently, the fiscal year cap is 16 semester credits and \$250 per credit. Payment is sent directly to the school.

Students planning to use Tuition Assistance to pay for classes at CCK must first contact the Registrar's Office and then inform the Business Office and Financial Aid Office of their intentions.

See Financial Aid section for Return to TA policy for withdrawals.

Top-Up

Top-Up is a program that allows GI Bill® participants to use the GI Bill® to supplement the tuition and fees not covered by Tuition Assistance. To be eligible for the Top-Up benefit, students must be approved for federal Tuition Assistance by a military department and be eligible for GI Bill® benefits (see Veteran's Benefits section for contact information).

For students who receive the Top-Up benefit, regular GI Bill® benefits will be reduced. In no case can the amount paid by the military combined with the amount paid by the VA be more than the total cost of the course.

Kansas National Guard Educational Assistance

The Kansas National Guard Educational Assistance program is intended to provide funds for the payment of tuition and fees for enlisted members of a Kansas Air/Army National Guard unit. Full time enrollment is not required. The recipient must have less than 20 years of service with the National Guard and must not already have obtained a bachelor's degree.

The application must be completed and signed by student, commander, and school official by appropriate deadlines. The fall semester deadline is no later than the third Friday in September and the spring semester deadline is no later than the third Friday in February. More information and a downloadable application are available at http://www.kansasregents.org/students/student_financial_aid/scholarships_and_grants

Credit for Military Training

See "Category Seven – Military Credit" under the Transfer Credit Policies section of this Catalog for more information on receiving credit for military education and experience.

Financial Aid

Students that are receiving any type of military benefit may also be eligible for federal, state, and institutional financial aid. Please refer to the financial aid sections of this Catalog for a more detailed explanation of other aid types and

eligibility requirements. Highlighted here are financial aid options specific to veterans, military personnel, and/or dependents.

Iraq/Afghanistan Service Grant

Students whose parent or guardian died as a result of U.S. Military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of Federal Student Aid if the student was less than 24 years old when the parent or guardian died, or was enrolled at Central Christian College of Kansas at the time of the parent or guardian's death.

There are two provisions for such students depending on the status of the student's Pell Grant eligibility.

1. Students who are Pell grant eligible, but not the maximum, will be treated as eligible for the maximum Pell grant.
2. Students who are not Pell grant eligible, and meet all other Pell grant eligibility requirements, will be eligible for the Iraq/Afghanistan Service Grant at the maximum Pell Grant rates.

Military Tuition Assistance Grant

Students enrolled in the online Criminal Justice program may be eligible for the Military Tuition Assistance Grant. This grant is for active military personnel, National Guard, Reserve members (any branch of the armed services) and/or dependents using only Military Tuition Assistance to pay for tuition/fees. Students utilizing Veterans Benefits or any other form of Financial Aid are not eligible for this grant. This grant is available for course charges that are partially funded by Tuition Assistance only. Courses that are not funded by Tuition Assistance will not be eligible for this grant. Students will be required to provide documentation of Tuition Assistance eligibility.

The maximum grant is equal to the difference between the current per credit hour rates and the maximum amount allowed for Tuition Assistance. In no case can the amount paid by TA combined with the amount paid by the grant be more than the total cost of the course.

Program Expenses

Please view tuition rates within the Tuition, Fees, and Charges section of this Catalog. All programs at Central Christian College of Kansas are semester based. Students will be charged for all credits in which they are scheduled and enrolled. Only fees charged to every student enrolled in a course are eligible to be paid by the VA.

Active-Duty Considerations

Students who receive active duty military orders—whether for short-term training, extended deployment, or emergency activation—must notify Central Christian College of Kansas' designated military Point of Contact as soon as possible. If advance notice is not feasible, the student should contact the College immediately upon

return. Early communication is essential to ensure proper support and minimize disruption to the student's academic progress.

It is important for students to understand that being placed on active duty, even for short-term assignments, often significantly disrupts a student's ability to complete coursework, including online classes. While students may anticipate having access to the internet during training or deployment, experience has shown that such access is frequently limited or unavailable due to time spent "in the field" and operational restrictions. These interruptions can lead to missed assignments, extended absences from class, and lack of communication with faculty and staff.

If the absence extends beyond two weeks, the College may be required to administratively withdraw the student from some or all courses. This may have implications for academic standing, financial aid eligibility, and tuition or fee obligations. Students are therefore strongly advised to withdraw from the College during periods of active duty service that are expected to interfere with academic engagement.

To support students in these situations, CCK offers special withdrawal and readmission policies designed to reduce academic and administrative burdens. Students who must leave due to active duty orders may request a withdrawal with minimal impact on their academic record and financial status, and are eligible for streamlined re-entry once their service concludes. Details of these policies are outlined in the College's Military Leave and Readmission Guidelines.

Whenever possible, students are encouraged to plan ahead. For instance, students who know that annual training typically occurs during the summer months should avoid enrolling in summer courses. In some cases, students may be permitted to continue their enrollment while on active duty, but this is only possible with prior approval from both the Academic Office and the Student Life Office. In such situations, students must make formal arrangements in advance of their departure. Remote completion of on-campus courses may be approved on a case-by-case basis at the discretion of the Academic Dean and the course instructor.

Dropped Courses and General Withdrawals

Please see the Tuition, Fees, and Charges section of this Catalog for the Refund Policy as it relates to financial aid and when and how charges are prorated in the event of a course drop or withdrawal. Withdrawals from a course or a program can result in a balance due from the student. Students are responsible for learning how a withdrawal will affect their financial obligation to the school or to an outside agency. It is highly encouraged for all students receiving military benefits of any kind to contact CCK's military Point of Contact and Financial Aid representative

before ending their enrollment in any particular course or program. Withdrawals are required to be reported to the VA and/or military and may cause an overpayment that is the student's responsibility to pay back to the VA and/or military.

Withdrawal Due to Active Duty Orders (including short-term training)

To honor our students' military service and to comply with our MOU with the Department of Defense, the following provisions and guidelines will govern withdrawals (official or unofficial) that result from a student's military obligations:

- Student must give oral or written notice to the College of their military obligations as far in advance as is reasonable under the circumstances*
 - Alternatively, student may give notice at the time of readmission (see below)
 - No notice is required if prevented by military necessity (i.e. classified operations)
- The College will refund tuition/fees for unattended courses or courses dropped within the Add/Drop period and waive any Late Registration Fees
- Student may appeal to receive a refund of tuition/fees for incomplete courses (grades of W, WP, WF) if they can provide documentation demonstrating they were not given enough advance notice to drop the course(s) before the Add/Drop date (i.e. their orders came during the course)
- Student may appeal a grade of WF or F
 - The following conditions must be satisfied:
 - Provide documentation demonstrating they were not given enough advance notice to drop the course before the Add/Drop date (i.e. their orders came during the course)
 - Orders resulted in significant absence from the course (i.e. order date(s) match nonattendance)
 - Satisfactory progress in the course and a passing grade as of their report date
 - Overall Satisfactory Academic Progress (students on Probation must have been meeting their Academic Plan requirements as of their report date)
 - If approved, it will be considered a retroactive official withdrawal, the grade

- will be changed to a WP, and tuition/fees will be refunded for the course (see above)
- Students appealing a grade of F should be aware that their Financial Aid load (full/part time) will be affected if their appeal is approved. This may or may not result in a balance owed to the College.

Readmission after Withdrawal Due to Active Duty Orders

To honor our students' military service and to comply with our MOU with the Department of Defense, the following provisions and guidelines will govern readmission after a return from military obligations:

- Student must give oral or written notice to the College within 3 years after completion of military obligations*
 - If recovering from an illness/injury received during their service, student must notify the College within 2 years after recovery from the illness/injury
 - If student does not notify the College within these timeframes, normal readmission (re-entry) policies will apply
- Student will be readmitted into the same program, unless a program change is requested by the student

- Student may re-enter at the next available course date, provided their withdraw process has completed
- Student will be readmitted with the same Satisfactory Academic Progress status as when they left
- If no change in program, student will be allowed to retain the same degree plan as when they left
- If no change in program, **for the first academic year of re-entry only**, tuition/fees will be charged at the rate they were charged when the student originally withdrew. Subsequent years or different programs will be charged at the normal published rate.
- If the College determines the student is not prepared to re-enter the program or is unable to complete the program, every reasonable effort will be made, at no extra cost to the student, to help them re-enter and complete the program
- These readmission rights do not apply if the student leaves their military service in bad standing

*These notices may be sent in the format most convenient to the student. It is strongly recommended to directly notify the military contact in the Registrar's Office.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.va.gov/education/>

ACADEMICS

Registrar/Academic Records

A record of each student's enrollment is maintained in the Registrar's office. This file contains all official records, communications, and other documentation needed to validate the student's enrollment and academic progress at the College.

Students are encouraged to examine their unofficial transcript at the end of each semester to verify that the appropriate grades have been recorded. Students are also encouraged to maintain a personal copy of their degree progress audit/data sheet in order to verify their academic progress. Adjustments to these records can be requested in the Office of the Registrar.

An official copy of the transcript is maintained permanently in the Office of the Registrar. All other records are maintained indefinitely by the Office of the Registrar.

Classification of Students and Residency Requirements

To become a member in full standing of one of the classes, a student must have earned credits as follows:

- Freshman 0-27
- Sophomore 28-58
- Junior 59-89
- Senior 90+

A student is required to take 15 of the last 30 credits at Central Christian College of Kansas to be a candidate for an associate degree, and 30 of the last 60 credits from Central Christian College of Kansas to be a candidate for a bachelor's degree. All courses must be taken in residence for the master's program.

The standard number of credits to receive a degree is 36 (Master), 120 (Bachelor), and 60 (Associate), though some degrees and programs may require more credits, as specified in this Catalog.

Degree Version Selection/Catalog Requirements

In order to graduate, students must meet the requirements of the program version as articulated in the Catalog of the year of their initial matriculation. Students may opt to meet the requirements of a later program version (as described in subsequent Catalogs), provided that they have maintained continuous full-time enrollment since their initial entry in the College. Students not maintaining full-time enrollment must meet the requirements of the Catalog closest to their point of reentry. As with all full-time students, reentry students may opt to meet the program version requirements of subsequent Catalogs, provided that they maintain full-time enrollment. In order

to change catalog versions, students must make an official request through the Registrar's Office.

Students must meet the requirements of a program version of its publication. If a student does not meet the requirements within ten years, the student must meet the requirements of the most current Catalog.

Registration

Registration dates for each semester are published in the school calendar on the Central Christian website and in the Academic Office. Registration, including making arrangements for the settlement of the semester's financial account, must be completed during the official registration period to avoid payment of the late registration fee.

Advising

Upon enrollment, each student is assigned an academic advisor (SAS) or student success advisor (SPE and SGS). It is the task of the advisor to offer guidance and assistance to individual students, who ultimately remain responsible for educational planning. It is the responsibility of the student to remain aware of academic requirements. The student must approve their schedule of courses with their advisor prior to the start of each semester.

To assist the Advisor and Student, this catalog includes Degree Audit Evaluation Sheets related to each Program major, minor, emphasis, and concentrations offered. This tool allows both the Advisor and Student to work together in a partnership and collaborative efforts to create and design a roadmap of courses required for successful completion of the educational goals for the program of choice. The rationale is that this Intentional advising process sets the foundation for assisting the student in developing and applying critical thinking and decision-making skills. Moreover, the student portal provides a student evaluation degree progress audit purposed with assisting the student in tracking their academic progress over time. The Registrar's Office is also available to answer any questions regarding the Degree Audit Evaluation process.

Office of Student Success

The mission of the Office of Student Success is to improve academic performance, increase motivation, and enhance potential in academic and personal success.

For SAS students the Office of Student Success, located in the Briner Academic Center, provides students with an array of academic services essential to their academic success. Students are offered resources and assistance to become highly effective learners. Tutors are provided by request. One-on-one time with the Student Success Specialist is available. Student Success service hours are

posted throughout the academic year through the Briner Academic Center, student emails, and the institutional marketing material. Students can schedule appointments for specific support to aid in planning for academic success.

Academic Alerts

The Office of Student Success is highly committed to the retention and graduation of all students. Therefore, the College maintains a system to support those students who are not showing reasonable academic progress.

At the base level, instructors are encouraged to speak directly with the student about the academic or behavioral concerns exhibited in class.

If academic progress does not significantly improve, the faculty member is empowered to issue an Academic Alert. A copy of this alert, which summarizes the concerns of the faculty member, are forwarded to the Student Success Department, student, advisor, and coach (if applicable). A copy is maintained in the student record kept in the student information system.

If significant concerns continue, the Progress Review Committee may interview the student to discuss interventions and a plan of action.

Student Success Center

The Student Success Center provides key services for those needing additional support.

College Students with Accommodation Needs

Central Christian College of Kansas is committed to serving all students, including students who have documented accommodation needs. The Success Center works with each student in developing and providing reasonable academic aids and accommodations for their disabilities. Our goal is to provide students with maximum independence and participation in the College campus life.

Although certain facilities are not fully physically accessible to disabled persons, Central Christian College of Kansas will take such means as are necessary to ensure that no qualified disabled person is denied benefits, excluded from participation, or otherwise subject to discrimination because Central's facilities are physically inaccessible to or unusable by disabled persons. The accessibility standard required by federal law for existing facilities is that the recipient's program or activity, when viewed in its entirety, must be readily accessible to disabled persons. Central Christian College of Kansas may meet this standard through such means as reassignment of classes or other services to accessible locations redesign of equipment, assignment of aids, alteration of existing facilities, and construction of new accessible facilities. Central Christian College of Kansas is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

Eligibility will be determined after:

- The student meets all essential requirements for admission
- The appropriate documentation by a licensed physician and/or certified psychologist skilled in the diagnosis of the disability is submitted to the Office of Student Success in the Briner Academic Center. The documentation must be within the last three years (LD, ADHD, Dyslexia, Medical/Physical disabilities).
- The student submits documentation of a disability through a school evaluation that has determined the student's disability (Individualized Education Plan/IEP, Section 504 Plan, American with Disabilities Act Plan).

After the documentation is submitted, the student will need to make an appointment with a member of the Success Center to review the documentation and determine what accommodation services or referrals are needed.

Possible Services and Accommodations:

- Assistance with notetaking
- Exam accommodations
- Scribes & readers
- Texts and tests on tape
- Peer tutoring
- Academic coaching
- Study clusters
- Personal advisor weekly check

There are many differences for the disabled student between high school and college. The U.S. Department of Education Office for Civil Rights offers a publication describing the rights and responsibilities of disabled students entering post-secondary education at <http://www.ed.gov/ocr/transition.html>.

Academic Accommodations

Pursuant to Section 504 of the Rehabilitation Act of 1973, as amended in 1991, and the Americans with Disabilities Act of 1990 (ADA), Central Christian College of Kansas takes an active role in strategizing and implementing ways to support individuals needing special accommodations. It is the responsibility of the student to request accommodations and provide verification of eligibility to the Office of Student Success, in order to receive accommodations.

Arranging Services and Accommodations

A student with a disability may choose not to access the services of the Briner Academic Center, but any student requesting accommodations, including temporary accommodations due to injury or other medical needs, is responsible for providing the Office of Student Success with

documentation of their disability. In addition, the student will need to make a specific request for accommodations at that time.

The student requesting accommodations must meet with the Director of the Briner Academic Center or the Student Success Specialist during the first two weeks of class each semester or term to discuss his/her needs. A Confidential Information Sheet (CIS) will be prepared for the student. This document (CIS):

- Verifies that there is a documented disability
- Describes the disability's effect on the student's academic performance
- Identifies the accommodations in the learning environment that will "level the playing field" to which the student is legally entitled

The student will need to sign a document giving the College permission to share the required accommodations with their instructors and advisor. The student may choose not to use the services but should consider that decision carefully.

Instructors are provided with a list of the accommodations a student needs, but not a description of the disability itself. Instructors are required to provide reasonable accommodations in accordance with the CIS, however, they are not required to provide accommodations that would affect the integrity of their courses. It is the student's responsibility to meet with their instructors within the first week of class to discuss details of the recommended accommodations.

Incoming students will need documentation of their disability. Since services cannot be authorized until documentation has been received and reviewed, students should have it forwarded as soon as possible after acceptance to CCCK to avoid delays in the provision of services.

Course Load/Student Status

A full-time student is defined as one who is taking a minimum of 12 credits in a term. The length of study is dependent on the specific program and credit hour requirements of the program. A student is considered part-time if he or she is taking 1-11 credits in any given term.

School of Liberal Arts and Sciences

A full load (Fall & Spring) is 12 to 18 semester credits. The load of an entering student will be set after consideration of the quality of previous work shown by his or her transcript and performance on various tests. A student on probation may have a restricted load.

Loads of more than 18 credits are permissible only by approval of the Chief Academic Officer. The maximum load a student can carry is 21 credits. Students with a GPA below 3.00 will not be considered for additional load.

School of Professional and Distance Education

All School of Professional & Distance Education (SPE) programs operate on a semester system, with four courses (modules) associated with each semester. Courses are in an accelerated format and taken one at a time. Course dates occur all through the year and semester dates are based on each student's individual schedule. Courses fall back-to-back with no breaks in between, other than two 2-week breaks for Christmas and summer.

Students that desire to enroll in more than 12 credits in any given semester by taking 2 courses per module will need the permission of the Chief Academic Officer. Such requests are typically only granted when the student has a cumulative GPA above 3.5 and has completed at least one full semester (4 courses) of 12 credits through SPE. Students should consult a Financial Aid Representative since enrolling in over 12 credits in a semester will increase cost and may impact the financial aid package.

School of Graduate Studies

Full-time load for a semester is defined as 9 credits. Full-time load for a 6-week session is defined as 3 credits. Semester load is used to define load status for financial aid, billing, and reporting purposes.

School of Graduate Studies (SGS) programs operate on a semester system, with four courses (modules) associated with each semester. Courses are in an accelerated format and taken one at a time. Course dates occur all through the year and semester dates are based on each graduate student's individual schedule other than two 2-week breaks for Christmas and summer.

Graduate students that desire to enroll in more than 12 credits in any given semester by taking two courses per module will need the permission of the Chair of Graduate Studies. Such requests are typically only granted when the student has a cumulative GPA above 3.5 and has completed at least one full semester (4 courses) of 12 credits through SGS. Graduate students should consult a Financial Aid Representative since enrolling in over 12 credits in a semester will increase cost and may impact the financial aid package.

Graduate Course Load

- Part-time: Fewer than 9 graduate credit hours
- Half-time: At least 4, but less than 9, graduate credit hours
- Full-time: 9–12 graduate credit hours
- Overload: Over 12 graduate credit hours

College Semester Credits

The residential program at Central Christian College of Kansas operates on the semester system. In accordance with Federal policy, Central Christian College of Kansas defines a credit hour as the amount of work represented in

intended *student learning outcomes* and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates in traditional terms, not less than one hour of online and/or residential classroom and/or direct faculty instruction, and a minimum of two hours of out-of-class student equivalent work over a different amount of time; or at least an equivalent amount of work as required for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Central Christian College of Kansas defines a credit hour as a reasonable approximation of the *student learning outcome* equivalency of, at a minimum, a Carnegie Unit.

Course developers and subject matter experts are to ensure that the quantity of student learning required to earn a semester credit is reasonably equivalent to 37.5 hours (2250 Minutes) of coursework over the duration of the course through activities that address and demonstrate *student competency in the defined learning outcomes*; and draw upon recommended instructional practices.

Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectations for the time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students' final course grade, time required of students to read and understand content developed by course faculty, and time required of course faculty and students to participate in online and/or on-ground conference and engaged activities.

Student learning outcome equivalencies reflect differences in delivery methods, variety of instruction and interaction, degree of supervision, measurements of student work, academic disciplines, academic calendars, and degree levels.

Placement Exams (Residential Only)

The ACCUPLACER® exam is a computer adaptive college placement test used by Central Christian College of Kansas. Students will receive an ACCUPLACER® test result immediately upon completion of testing, and scores report will help determine the following:

- Evaluate incoming student's skill levels in reading, writing, and mathematics.
- Place students in courses appropriate to their skill levels.

Central Christian College does not accept transfer scores from other institutions.

MATH PLACEMENT SCORES

All students are required to complete the ACCUPLACER® Quantitative Reasoning, Algebra, and Statistics Test prior to enrolling¹⁴. The score on this test will determine what class the student attends.

- Scores 263 and higher --- College Algebra
- Scores 247 – 262 --- Intermediate Algebra or Survey of Contemporary Math

If the student scores 246 or below, the student will be required to take a basic math course at an accredited college.

ENGLISH PLACEMENT SCORES

All students are required to complete the ACCUPLACER® Reading Test prior to enrolling. The score on this test will determine what class the student attends.

- Scores 237 or above --- English Composition I
- Scores 236 or below --- English Essentials

RETESTING/RETAKE POLICY

Retesting may be appropriate when an individual believes that a score obtained from previous testing does not reflect the examinee's true level of knowledge or skill. In this case, retesting may occur in two scenarios: (1) when factors other than the examinee's ability are believed to have influenced the previous testing and (2) when the scores obtained from earlier testing are no longer believed to reflect the student's current ability. A retest must be authorized or approved by Central Christian College's admissions department. All retakes are at the cost of the student and payment must be received before retake is available. Students are allowed one retake.

Course Designations

The credit value of each course in semester credits is given in the Catalog for each semester by numerals in parentheses following the title. Two numbers connected by a comma (e.g. 101, 102) indicate two courses with a definite sequence, the first of which may be taken for credit without the necessity of completing the second.

Every course listed in the Catalog is preceded by a number. Courses offered at the 300 level or above are defined as upper-level. The following criteria differentiate upper- from lower-level credit:

- Standards for the quality of work submitted are more stringent.

¹⁴ Students with PERT or Texas Bridge placements into college level will not have to take the Accuplacer exam for that subject.

- The quality of writing will be evaluated more rigorously.
- Work submitted is of a higher order of synthesis/integration.
- Assignments include application of principles learned.
- Students are expected to work more independently.

Courses offered at the 500 and 600 level are considered graduate courses. A 500-600 level graduate course builds on advanced undergraduate and/or graduate courses, dealing with the frontiers of knowledge in the field. It is grounded in theories, hypotheses, and methodologies as expounded in current and/or primary literature sources. These courses may include synthesis of knowledge, creation, evaluation, analysis and independent analytical work by the student.

The designation **[WI]** after a course name indicates that the course qualifies as a Writing Intensive course for the Writing Program.

DEVELOPMENTAL/ESL COURSES

Courses starting with a "0", while recognized as *institutional credit*, do not apply toward the earning of a degree. These courses are used to calculate GPA and semester loads, but do not count toward the 60 (A.A.) or 120 (Bachelor) requirements. Students should use their degree audit when determining what credits count toward the degree. The transcript, which is a permanent, comprehensive record of a student's academic history, will include a cumulative record of these courses and the hours earned.

Changes in Registration

Each term, the Academic Office provides a timeline of dates for changes in registration. For specific dates, see the published Academic Calendar on the website.

Courses dropped after the last day to drop without a grade receive a WP or WF grade on the transcript. Students who drop courses without approval or who drop courses in which they are failing after mid-semester receive a grade of WF. Students who drop courses in which they are passing after mid-semester receive a grade of WP.

Course Cancellation

Central Christian College of Kansas reserves the right to cancel courses that have insufficient enrollment (five students or fewer) or due to circumstances beyond the control of the College. Every effort will be made to inform students of the cancellation and to provide alternatives. Students may be given the option of taking the course as a Directed Study if a sponsoring faculty member can be identified or as an online course if it is being offered or through a consortial arrangement. Central Christian College of Kansas is not responsible for any delays in academic progress caused by course cancellations.

FINAL EXAM RESCHEDULE POLICY

A student may reschedule a final exam to take place during the final exam schedule in the event the student has one or more of the following scenarios:

- Three final exams scheduled for one day (one may be rescheduled)
- Two final exams scheduled at the same time (one may be rescheduled)
- Verified medical emergency and approved through the ADA process
- Death in the family (student must provide documentation to CCKK)
- Participation in an approved College-sponsored event

Arrangements should be made with the instructor if any exams need to be rescheduled for one of the reasons listed above. A rescheduled exam should not take place PRIOR to Final Exam Week.

EXCEPTIONS: The rescheduling of an exam for any reason other than those listed above must be approved by the Chief Academic Officer in collaboration with the instructor. A petition form is available in the Academic Office.

Students who need to make travel arrangements should do this at once to avoid conflicts with exams. The institution publishes the final exam schedule in advance providing the student sufficient and adequate time to develop travel arrangements to meet the final exam schedule.

All examination rescheduling petitions requests MUST be submitted two-weeks prior to final exam week starting each semester. For each rescheduled final exam there is a \$300 fee, and it is the student's responsibility to meet all obligations prior to receiving their early exam permit. If the obligations are not met by the time the early exams are scheduled, the student will not be reimbursed for missed exams.

ATTENDANCE

Class attendance is a critical component of the residential learning experience. Therefore, attendance is an expectation of enrollment, and in some cases is used to determine final grades. Instructors are responsible for specifying an attendance policy in syllabi, including:

- requirements for attendance and/or participation;
- policies on making up exams and other missed work and assessments;
- the impact of absences on participation or final grades;
- expectations for student communication in the case of planned and unplanned absences.

In keeping with the intent of federal laws that protect the privacy of individual health information, students will not

be required to provide documentation of short-term illness (three consecutive days or less).

Students are responsible for completing all assigned coursework, regardless of attendance. While instructors are expected to provide reasonable support to students who have missed class, this assistance should not require extraordinary effort, such as altering the course modality or providing one-on-one instruction. Students should not expect remote access to in-person courses or individualized instruction as a substitute for class attendance.

A student which has excessive absences will be confronted and asked to develop a plan for positive growth. Absences, for whatever reason, obligate the student to fulfill responsibility for work missed. Work to be made up and credited may be required at the discretion of the instructor.

Any student not participating within the first seven calendar days of a course will be considered a *No Show* and withdrawn from the course, which may result in withdrawal from the College.

Any student with an excessive period of non-attendance (e.g. 14 days, 25% of the class), may be withdrawn from a course. The withdrawal process commonly occurs after the tuition refund date; therefore the student should carefully monitor attendance since withdrawal from courses frequently has residential, financial aid, athletic eligibility, academic, and financial consequences. **Withdrawal from courses can trigger a recalculation of Federal Aid.**

A student may appeal a withdrawal if he or she feels that the withdrawal was unwarranted or executed inaccurately. The appeal must be submitted in writing to the Academic Dean within 48 hours of the withdrawal.

In keeping with academic freedom, faculty members have the authority to develop individual attendance policies. Each instructor will publish the policy as part of his or her syllabus, to be presented at the beginning of each semester. Excessive absences, as defined by the instructor in the course syllabus, may impact a student's grade.

"Excused" Absences

Generally speaking, the College does not formally recognize "excused" absences, in that students remain fully responsible for all coursework, assignments, and assessments. An absence—whether *excused* or *unexcused*—does not relieve a student of this fundamental responsibility. Students who miss any class, for any reason, must take the initiative to determine what material was covered, what assignments were given, and what announcements were made during their absence. Arrangements to complete any missed assignments is the responsibility of the student.

However, the College does acknowledge that certain absences are the outcome of mandatory or obligatory participation, and therefore are designated "excused". This includes absences that are caused by:

- Attendance at an event sponsored by the College and attendance by the student is required as part of a fiduciary responsibility.
- A medical illness confirmed through a physician's note.
- Emergency involving immediate family members.
- Service required by the Armed Services or Veterans Administration.
- Local emergencies *requiring* the presence of the student.
- Class field experiences that require attendance, as stated in the syllabus.
- Attendance at College events that are designated as educational in nature and have been recognized by the Academic Office.
- Observance of a religious holiday, in keeping with published doctrine.
- Intercollegiate Athletics
- Jury Duty or other Civic Service

The sponsor of any organized group, class, ministry team, or athletic team should submit the names of the group members and the time(s) scheduled to be away from campus to the Academic Office. The Academic Office will provide a list of names to alert faculty.

The Academic Office does not issue excused absences due to illness or personal hardships. The student is responsible for communicating with instructors for absences due to personal hardships. Student should notify the Academic Office concerning prolonged personal hardships, such as hospital stays, extended illness, funerals, etc. While the Academic Office will not grant an "official" excuse, it will seek to notify affected faculty and staff.

Monitoring Attendance (SPE and Graduate - Online)

Due to the concentrated scheduling in the School of Professional & Distance Education programs and the emphasis upon participatory learning, online learners need to maintain regular and consistent attendance. Absence due to illness or other emergency situations must be made up through activities required by the facilitator in that module.

It is the student's responsibility to contact the facilitator in advance of any anticipated absences to discuss missed class content. It is also the student's responsibility to contact the facilitator following unanticipated absences. The facilitator determines make-up assignments for all absences. It is expected that make-up arrangements will be equivalent to all missed assignments.

For purposes of Federal, Title IV, student financial assistance, the U.S. Department of Education requires the College to be able to demonstrate that federal aid recipients established eligibility for federal aid by participating in academic related activities for all enrolled course work.

Academically related activities include, but are not limited to:

- attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matters and;
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- living in institutional housing;
- participating in the school's meal plan;
- logging into an online class without active participation or;
- participating in academic counseling or advisement.

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. The College must demonstrate that the student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

Any student not participating within the first seven days of a course will be considered a No Show and withdrawn from the course, which may result in withdrawal from the College.

Positive attendance during the last two weeks of the course will be considered as having completed the entire course for financial aid purposes.

Non-participation exceeding 14 days at any point in any course will cause the student to be withdrawn.

If long-term medical, family or employment concerns develop, the adult learner needs to contact the School of Professional Education immediately. The Chief Academic

Officer will assist the adult learner in addressing matters related to the program both academically and financially.

Late Work Policy (SPE and Graduate – online)

Due to the pace of the courses associated with the School of Professional & Distance Education and the School of Graduate Studies, late assignments are not accepted for credit, unless arrangements have been made with the facilitator ahead of time. Students may appeal the facilitator for late work consideration.

Withdrawing from the College

SAS – Residential students intending to withdraw from the College should meet with the Student Life Office to begin the withdrawal process. The process requires the student to meet with the Financial Aid Office, Student Life Office, and the Business Office. The date the student first contacts the Student Life Office is recorded as the official withdrawal date. Students withdrawing due to issues beyond their control will be provided special consideration. The Registrar will determine official dates based on the issue at hand.

SPE and Graduate – Online students intending to withdraw from the College should contact their Student Success Specialist to begin the withdrawal process. The last date of participation in class is recorded as the official withdrawal date.

Information concerning refunds related to withdrawal can be found in the Financial Aid section of this Catalog.

Withdrawal from the College constitutes an official break in enrollment. Therefore, students seeking to re-enter the College must reapply and are subject to any new Catalog policies instituted since their withdrawal, including modifications to major or general education requirements.

Official Withdrawal

An *Official Withdrawal* occurs when a written notification of intent to withdraw from the program is submitted to the College or a student contacts an *Official of the College* (acting in an official capacity) and articulates a decision to withdraw.

The Last Date of Attendance (LDA) will be the last day of class participation in the course. The Date of Determination (DOD) for refund purposes will be the date of receipt of written notification from the student of intent to withdraw.

Unofficial Withdrawal

A student will be considered unofficially withdrawn if he or she has not articulated an official intent to return and has had an active period of non-attendance equaling 14 days or the student does not attend the first seven (7) days of a module or term.

A student will be considered unofficially withdrawn from the College if he or she is withdrawn (officially or

unofficially) from a class and does not follow College procedure for maintaining positive participation in the term.

The LDA will be the last day of class participation in the term. The Date of Determination for refund purposes will be no later than 14 calendar days after the LDA, except in extenuating circumstances.

Withdrawal Procedures

1. The College receives official withdrawal notification from the student or the College determines that the student has ceased attending class.
2. The College notifies the Administrative Staff that the student has withdrawn.
3. The Registrar updates the student's registration submits and alerts the Financial Aid Office
4. The Return to Title IV calculation is completed within 30 days of the Date of Determination.
5. Financial Aid requests any post-withdrawal disbursement due to the student.
6. The Business Office makes any refunds due to the appropriate account, lender, agency, or to the student within 45 days of the Date of Determination.
7. The Withdrawal Calculations and final bill are sent to the student.

When determining if a student earned a failing grade, the College utilizes the Last Date of Attendance as a reference point. Any recorded attendance during the last two full weeks of the semester/term will be recognized as an earned grade (see the Academic Section of the Catalog for more information on Attendance Policies). Students not showing positive attendance during this time-frame may retroactively trigger a change in enrollment status and a recalculation of financial aid.

Add/Drop

Add/Drop is the period following initial registration when students may make class schedule adjustments with no charges. Actual dates are illustrated in the Academic Calendar, but generally follows these guidelines:

	Residential (Full Term)	Online
Free Add/Drop Period. Last day to drop a class without a fee or add a class for credit	Through Friday of the 1 st week of instruction.	
Census Day	The 12 th instructional day of the semester	End of the 1 st week of instruction
Mid-Term	The last instructional day	

	of the 8 th week of instruction	
Last day to drop with a "W"	The end of the 9 th week of instruction.	End of 3 rd week of instruction. <i>If student participated</i>
Drop with WF or WP	10 th week through the end of the term	4 th & 6 th week of instruction

Students adding or dropping after the Free Add/Drop Period will need to petition the Registrar and will be assessed the associated fee.

After the Add/Drop Period, a W goes on the transcript for any courses dropped. All Add/Drops must be approved (signed) by the academic advisor and Registrar.

If an online student, dropping a course, does not participate through Friday of the 1st week of instruction, he or she will not receive a "W". An online student may only be awarded a "W" during the *Free Add/Drop Period* if he or she participates during the first five days of the course.

Census Day

The Census Date is a standard date on which the institution takes an official snapshot of. A students' number of enrolled credits captured on the Census Date will be used to determine the final, official calculations of aid that can be awarded to a student. The number of enrolled credits captured at this snapshot cannot be altered.

The number of credits a student is enrolled in on Census Date is critically important as it could have implications on aid eligibility. Thus, it's important that students follow the dates outlined on the Academic Calendar and ensure they drop/add within the guidelines to place themselves within their desired enrollment level (i.e., full-time, half-time/part-time, or less-than-half time).

Leave of Absence (SAS – Residential)

While the traditional academic calendar for residential students includes scheduled breaks (such as winter and summer), CCK recognizes that students may occasionally need to interrupt their academic participation outside these periods. The College provides limited means to accommodate such unscheduled interruptions without requiring full withdrawal from the institution.

Residential students may address the need for an academic interruption by dropping or withdrawing from a course. The following outlines the implications and procedures:

1. Dropping a Course Prior to the Add/Drop Date

- If a student drops a course before the official Add/Drop deadline, their enrollment status may change (e.g., from Full-Time to Part-Time).
- Changes in enrollment status may affect financial aid eligibility for the term, and the student may receive a tuition refund according to the College's refund policy.
- The student must provide written confirmation of their intent to return for the next academic period (e.g., the next semester or module) before dropping the course.
- If written confirmation is not provided, the student will be considered withdrawn from the College for that term.

2. Withdrawing from a Course After the Add/Drop Date

- If a student withdraws from a course after the Add/Drop deadline but has participated in the course, their enrollment status for the term remains unchanged.
- The withdrawn course will be recorded on the student's transcript with a grade of "W," "WP," or "WF," as defined by the College's Add/Drop Policy.
- Financial aid for the term will not be modified, and no tuition refund is available for courses withdrawn after the Add/Drop period.
- The student must provide written confirmation of their intent to return for the next academic period.
- Failure to provide written confirmation will result in the student being considered withdrawn from the College for that term.

If a student does not return as planned, the College will consider the student withdrawn. The last date of attendance will be used to determine the return of Title IV funds, and the official date of determination will be used for institutional calculations regarding refunds with withdrawals. Students wishing to return after withdrawal must reapply for admission through the Admissions Office.

Students will not receive a refund for dropped or withdrawn courses unless the action results in a full withdrawal from the College and the student qualifies for a refund under the College's refund policy.

(SPE – Online)

The School of Professional and Distance Education has embedded a winter and summer break into the modular Academic Calendar. However, due to the modular (continual) structure of the programs offered through the School of Professional and Distance Education, the College realizes that there may be times when the student may need to interrupt his or her academic participation. While it is not an official policy of the College, regulations do provide limited means to accommodate for an unscheduled academic interruption without withdrawing from the

College. Commonly, this is done by dropping or withdrawing from a course. However, there are implications that the student should take into consideration before doing so:

1. If the student drops a course prior to the Add/Drop date this may modify the enrollment status of the student (e.g. Three-Quarter-Time, Half-Time, Part-Time). Financial aid for the term will be recalculated. *The student must confirm his or her intent to return to the next module before dropping the course.* A student will be considered withdrawn from the College if he or she fails to provide written confirmation of his or her intent to return to a future course *within the same term (payment period).*
2. If the student, who has participated in the course, withdraws from the course after the Add/Drop date enrollment status remains unchanged. Courses dropped after the Add/Drop period will be recorded on the transcript with a "W", "WP", or "WF" in accordance with the *Add/Drop Policy*. Financial Aid for the term will not be modified and no refund for tuition is available. *The student must confirm his or her intent to return to the next module before dropping the course.* A student will be considered withdrawn from the College if he or she fails to provide written confirmation of his or her intent to return to a future course *within the same term (payment period).*

If the student fails to return, the student will be considered withdrawn and the last date of attendance will be used to determine return of Title IV Funds (the Day of Determination will be used for Institutional calculations). Students may reapply for admission by contacting the Admissions office.

Students will not receive a refund for dropped courses in a term, unless the dropping of courses results in withdrawal from the College and the student is eligible for a refund.

The student needs to be aware that dropping a course and retaking the course later will result in paying for the course twice.

DECLARATION OF PROGRAM/MAJOR

Eligibility for Title IV federal financial aid requires that a student be officially enrolled in an eligible program of study leading to a degree (Bachelor's, Associate's, or Master's). Students who do not declare a program are classified as non-degree seeking and are not eligible for financial aid.

Students who initially declare General Studies or an Undecided major must officially declare a departmentally sponsored major, declare an Associate degree program, or be reclassified as a non-degree seeking student once they

have attempted 60 credit hours. Non-degree seeking students are ineligible for financial aid.

Declaring a minor is optional and is not required for graduation.

All requests to declare or change a major, minor, emphasis, concentration, or track must be submitted to the Office of the Registrar. Requests must be initiated and signed by the student.

Dual Majors and Degrees

Students currently enrolled at Central Christian College of Kansas may pursue an additional major within their degree program. Once all academic requirements are completed, the additional major will be noted on the student's official transcript, but it does not result in an additional diploma.

Students who have previously earned a degree from another institution are not eligible to pursue an additional major at CCKK but may apply to complete a second degree.

Whether pursuing an additional major or a second degree, students must meet all academic requirements for both programs, including applicable general education, core, and major-specific coursework. Additionally, a minimum of 30 unique credit hours must be completed that are applicable solely to the second major or degree and do not overlap with the requirements of the first. Coursework required for the first program may be used as electives in the second program, but these overlapping credits will not count toward the 30 unique credit hour requirement.

Students pursuing a second degree who have previously graduated from another institution must also complete a minimum of 30 residential credits at Central Christian College of Kansas. These are credits earned directly through CCKK and must be completed after matriculation into the second degree program

The academic requirements a student must fulfill are governed by the catalog year in effect at the time the student declares the additional major or second degree. If a student changes majors or adds a new program of study, the requirements and policies of the most current catalog year will apply to that program unless otherwise approved by the Registrar.

Students who leave the College and later return may be required to follow the catalog in effect at the time of readmission, particularly if there has been a significant curriculum revision or accreditation update.

Students are strongly advised to consult with the Office of Financial Aid before declaring an additional major or second degree, as this may impact aid eligibility, loan limits, or Satisfactory Academic Progress (SAP) status. Aid eligibility typically extends only to coursework required for the declared degree program(s). Once all requirements for

a degree have been met, students may become ineligible for additional financial aid, even if pursuing a second major.

Pursuing additional academic credentials may also extend a student's time to graduation. Students are encouraged to work closely with their academic advisor to ensure that all requirements can be met within a realistic and manageable timeframe. This is particularly important for student-athletes, international students, and those with scholarship or aid packages tied to full-time enrollment or graduation deadlines.

Course Requirements-Double Dipping

Unless otherwise prohibited by departmental or program requirements, courses can be shared between two or more degree categories (General Education, Major, and Minor). However, the credit-hours associated with the course will only be counted once toward the completion of the degree; students must have a discrete number of credits to apply to the degree. In the case of a minor, students must have a minimum of twelve (12) discrete credit requirements, not completed as part of a declared major. If a student cannot demonstrate twelve (12) discrete credits, the minor cannot be earned.

For the Liberal Studies Major, in cases where two tracks have overlapping courses, the student is required to work with his or her advisor to choose appropriate electives so that each track has twenty (20) discrete credit hours.

Grades

Graduate Grading System

Grade reports are provided online to students and advisors at mid-term and at the end of each semester. A brief description of letter designations is given below:

Letter	GPA value	Percentage
A	4.00	94.0-100
A-	3.70	92.0-93.9
B+	3.30	90.0-91.9
B	3.00	86.0-89.9
B-	2.70	84.0-85.9
C+	2.30	82.0-83.9
C	2.00	78.0-81.9
C-	1.70	76.0-77.9
D+	1.30	74.0-75.9
D	1.00	70.0-73.9
D-	0.70	68.0-69.9
F	0.00	67.9 and below

UNDERGRADUATE Grading System

Grades awarded and their meanings are listed as follows:

Letter	Included in	Included in Credits Earned	Included in GPA Calc.	GPA Value	Percentage
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	Credits Attempted				
A	✓	✓	✓	4.00	93-100
A-	✓	✓	✓	3.70	90-92
B+	✓	✓	✓	3.30	87-89
B	✓	✓	✓	3.00	83-86
B-	✓	✓	✓	2.70	80-82
C+	✓	✓	✓	2.30	77-79
C	✓	✓	✓	2.00	73-76
C-	✓	✓	✓	1.70	70-72
D+	✓	✓	✓	1.30	67-69
D	✓	✓	✓	1.00	63-66
D-	✓	✓	✓	0.70	60-62
F	✓		✓	0.00	<60
AU				0	NA
I	✓		✓	0	NA
IP	✓			0	
P	✓	✓		0	≥70
NR	✓			0	NA
FL	✓	✓		0	<70
PR	✓	✓		0	NA
TR	✓	✓		0	NA
W	✓			0	NA
WF	✓		✓	0	<60
WP	✓			0	≥60
EX	✓	✓		0	NA

- FFailure
- AUAudit course
- FXFailed due to academic dishonesty (e.g. plagiarism, cheating, etc.)
- IIncomplete; part of the required work of the course remains undone.
- IPIn Progress: Courses connected by consecutive semesters may receive this designation until the full course is complete.
- PPassing grade on the Pass/Fail System
- FL.....Failing grade on the Pass/Fail System
- NRNot Reported: The grade was not reported to the Registrar. Contact should be made with the instructor.
- PR.....Proficiency Examination (Pass)
- TRTransferred credits
- W.....Withdrawn
- WF.....Withdrawn Failing
- WP.....Withdrawn Passing
- EXExperiential Credits

GPA is figured by dividing the quality points earned by the semester credits attempted.

Students may appeal grades. Information concerning grade appeals can be found in the Grievance/Appeals section of this Catalog.

Incompletes

Students who find that they are unable to complete the requirements of a course within the specified semester or module may request that a grade of “I” (Incomplete) be awarded for the course. The request for an incomplete is initiated by the student, though the final decision is at the discretion of the faculty. The circumstances leading to the request must be beyond the control of the student and represent unavoidable conditions that have resulted in hardship or obstacles that keep the student from completing required coursework on time.

Incompletes are intended to apply to students who can complete or have completed approximately three-quarters of the work prior to the end of the semester. If more than one-fourth of the coursework remains, and the reasons for the student’s failure to complete the work are valid, the instructor may recommend that the student be permitted to withdraw from the course.

Applications for incompletes are available through the Office of the Registrar. Applications for incompletes must be submitted no later than the final week of courses (prior to the beginning of finals). Applications submitted during finals or after the last day of the course will not be considered.

Students receiving an incomplete must conclude the required course work by the end of the following semester or as designated on the application, whichever is first. An incomplete not cared for within the specified period will result in a grade of “F” or another grade specified by the instructor.

Repeating Courses

The College recognizes that students may want or need to repeat courses in order to fulfill degree requirements, improve GPA, or enhance skill development. However, students should seek academic advisement before deciding to repeat any course. Students should be aware that other institutions (e.g., medical schools, graduate programs, law schools) might not recognize this repeat policy and will use the forgiven grades in recalculating GPAs.

Students cannot repeat a course, beyond the initial attempt, more than three times, without written permission from the Chief Academic Officer. Once a course has been passed with a grade of D- or better, the course can only be retaken one more time.

Retaken courses are charged at the normal tuition rate and will count toward the number of credits taken during that term. The highest grade achieved in the course will be used to compute the overall GPA, even if a subsequent retake results in a lower grade.

Special provision is made for retaking courses in programs where all students are expected to enroll in a class on a

continuing basis. These courses use the same course number and syllabus, but content changes for each term (i.e.: choir, jazz band, ministry team, etc.). These classes are repeatable as many times as the Catalog articulates.

All courses, including retaken and repeated courses, will remain a part of the student record and will be flagged on the transcript. Retaken courses, regardless of grades received, will only count once toward graduation requirements.

Students wanting to transfer a retaken course into Central Christian College of Kansas may only do so with the permission of the Registrar.

Continuing Education Units (CEU)

Continuing Education Units (CEUs), are awarded to signify successful completion of non-credit programs and courses intended to improve the knowledge and skills of individuals engaged in the learning experience. Among the most common uses of CEUs are to record refresher, transitional, or knowledge improvement accomplishments for professional workers undergoing what is called *continuing professional education*. This differs from traditional credit bearing learning experiences, which are focused on comprehensive coverage of a subject or field.

One (1) CEU equals ten (10) contact hours of learner interaction with the content of the learning activity, which includes classroom, self-paced instruction, pre/post assignment, practicum, or homework in support of a learning outcome, administered by a qualified¹⁵ continuing education provider. A contact hour is one clock hour of interaction between a learner and instructor, or between a learner and materials, which are designed to engage the content of the course. Contact implies a connection between a learner and a learning source (i.e. faculty, other learners, materials, etc.) For purposes of the CEU, the connection is two-way; that is, the instructor of learning source must monitor the learner's progress and provide some form of feedback to the learner. This definition applies for face-to-face interaction as well as distance learning programs. The CEU should not be awarded for learning activities in which individuals are engaged in unplanned, unsupervised, or non-sponsored learning.

CEUs are similar in theory to academic credits but differ in two important respects:

1. CEUs are not awarded for academic study and do not represent or provide academic credit; and

¹⁵ The instructor must be vetted through the appropriate department, with final approval through the Office of the Chief Academic Officer. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered. At minimum, qualified instructors possess an academic degree relevant to the subject they are teaching (or a minimum of 18 graduate hours if teaching outside their field), and at least one level above the level

2. CEUs may be awarded for a variety of experiences in different settings whose only common criterion is that they be measurable, supervised educational or training experiences with defined starting and ending points.

To calculate CEUs, the number of contact minutes is divided by 60, and again divided by 10, which can result in a fractional number, rounded to the nearest tenth.

Approved Learning activities

The following are learning activities, recognized by the College that may be used to calculate CEUs:

- Class Meetings: Classroom or meeting session administered by a qualified instructor or leader.
- Self-paced Learning Experiences: Activities in which the learner is engaged in a *planned* program of learning, whereby the learner's progress is monitored and feedback provided. The experiences must be prescribed and should allow the standardized hour calculations provided in the Faculty Manual.
- Assessment: Activities associated with learner assessment and program evaluations.
- Field Experiences: Field trips, labs, projects, assignments which are associated with a course or program and are validated by qualified instructor. Hours should follow the standardized calculations provided in the Faculty Manual.

CEU Conversion

Some CEUs earned at CCKK¹⁶ can be converted into academic credit hours. Academic credit can only be granted for CEUs if:

1. The subject matter and nature of the CEU experience is approved as applicable to consideration for academic credit.
2. The continuing education experience has been analyzed for content and level and, if necessary, the person holding the CEUs has been examined;
3. A formal recommendation is made by competent academic authorities (faculty, review board, etc.) based on an agreed conversion formula.

CEUs are most commonly converted via a formula that considers at least ten (10) CEUs to equal a single academic credit hour.

they are teaching except in programs for terminal degrees or when equivalent experience is established.

¹⁶ CEUs earned outside of the College are not eligible for review for CCKK. Students wanting academic credits for CEUs earned outside of the College must use an external credentialing agency, and provide documentation of the credit evaluation. Credits earned through CEUs will be applied to the transcript as CPL (Credits for Prior Learning).

Auditing Courses

In an effort to broaden their educational experience, students may audit a course (participate unofficially). The student must have the permission of the instructor. Students auditing a course are not expected to complete assignments, take examinations, or participate in classroom discussion. Students may change a course from audit to credit or credit to audit before the add/drop date.

Courses required for the completion of a degree cannot be audited and count toward the completion of the degree. Audited courses cannot be retroactively changed to credit earning courses. If a student misses over 25% of an audited course, that course is not eligible to be added to the transcript.

Visiting Students

Visiting students and individuals auditing courses are required to abide by the same behavioral expectations of all students attending Central Christian College of Kansas. Students that are disruptive to the culture of the College will be asked to leave. In addition, Central Christian College of Kansas is not responsible or liable for any loss or theft of personal property. As deemed necessary, the College may require individuals to demonstrate proof of insurance before engaging in activities.

Directed Study Program

The basic purpose of Directed Study courses is to provide the student with the opportunity to pursue his or her special interests beyond the limits of the current schedule. Directed Study courses are primarily the responsibility of the student and proceed on the basis of student initiative, although always under the guidance of an instructor from the department in which the work is undertaken.

Conferences between the instructor and the student are arranged by mutual agreement. It is recommended that Directed Study courses be undertaken only by students of above-average qualification in the given department of study. Completion of the Directed Study course involves the following steps:

1. The student must qualify by:
 - a. Completing one semester at Central Christian College of Kansas.
 - b. Gaining the approval of the department.
2. The application form (obtainable in the Academic Office or from an advisor) requires a detailed syllabus and the signatures of approval of the faculty sponsor and the Department Chair. Each student should expect to invest 40 hours per hour of credit.

The student may receive one to four credits for each Directed Study course, with a maximum of six credits earned through Directed Studies per semester.

There is an overall maximum accumulation per department of twelve Directed Study transcribed credits toward a BA or BS or six transcribed credits toward an AA or AGS.

Internships/Practicums

Internships and practicums are defined as integrations of classroom work and practical experience in organized programs, designed to expose students to the world of work while earning college credit on the job. (These may or may not be paid positions.)

Through such programs, students are able to become more involved in their own education and can combine academic organized classroom experience with experience designed to help them investigate work activities, job responsibilities, job atmosphere, and lifestyles which are of interest to them.

Participation in an internship or practicum involves the following:

1. The student in good academic standing, having at least sophomore status and departmental approval.
2. The application form (obtainable in the Academic Office) requires job title and description, learning objectives, dates of employment, work hours, etc., and signatures of approval from the coordinator, the faculty sponsor, and the employer.

The participating student, upon completion of a work period, can receive a minimum of two credits up to a maximum of five credits for the work experience based on a ratio of 40 hours per credit. This may be done on the parallel plan with the student working part-time while attending school or on the alternate plan with the student working full-time during the summer months.

Internship experiences that occur during the summer but are intended for fall credit must be pre-approved by the academic department. Students must register for the internship course in the fall term and complete any associated academic requirements (e.g., reflective essays, final evaluations, or presentations) during the fall semester. No summer financial aid will be disbursed in association with these experiences. Students are responsible for ensuring that internship hours, site supervision, and learning objectives are documented and align with fall-term academic expectations.

A number of academic programs require internship and practicum experiences. Students should be aware that many times these professional field experiences require the student to submit to background checks, finger printing, and drug screening. In most cases, it will be the responsibility of the student to cover all expenses related to that process.

Criminal records may jeopardize the ability of a student to participate in a practicum or internship. Furthermore, students seeking licensure may endanger the process if their criminal record is of concern. Central Christian College of Kansas does not guarantee that successful completion of a program ensures licensure, certification, or employment in a given vocation or field.

Partnerships • Off-Campus

Studying Abroad/Travel

Faculty may host off-campus excursions both in the United States and abroad. Past trips have included destinations in Africa, Mexico, Costa Rica, the United Kingdom, Greece, Turkey, Israel, Japan, Italy, as well as locations in New York, Florida, Nashville, Arizona, and New Mexico. These trips are made by special arrangement and require fees not included in regular tuition.

This opportunity has been developed to meet a need of the global marketplace and prepare students for global education, experience, ministry, and service in their chosen field of study. This opportunity is available to residential students once a student has completed all prerequisites in one's major.

The purpose of this course delivery modality is to provide learners with a diverse learning environment beyond the classroom in a global context. In addition, CCKC's mission is focused on transformational learning and service. This study abroad option provides learners the opportunity to serve and partner with global leaderships, businesses, and organizations. This opportunity provides learners with practical, hands-on experiences.

Interested students should work with their advisors and the Academic Office to take part in this opportunity.

Partnerships

Partnership programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. Students must apply for these interdisciplinary opportunities through the Academic Office for all off-campus study. Students receiving credit through Central Christian College of Kansas for most off-campus study programs will be billed by the College, which will forward funds to the relevant program. Students receiving credit through Central Christian College of Kansas while enrolled in off-campus programs may be eligible to receive state and federal financial aid. Students should seek information and assistance about receiving state and federal aid for off-campus study from the Financial Aid Office and should work out payment arrangements with the Business Office early in their planning stages. Students should not commit to enroll in off-campus programs until financial aid and payment arrangements are confirmed.

Partnering Colleges

Students wanting to take courses at a partnering college will need the approval of their advisor, the Department Chair over their major, and permission of the Chief Academic Officer. Permissions to take courses at a

partnering college are dependent on meeting the following criteria:

1. The course represents an option not currently offered in the Central Christian College Catalog and is *needed* by the student in accordance with their educational or occupational goals. The student may have to articulate this need in a formal proposal.
2. If the course is offered by Central Christian College, but scheduling conflicts (work or course) will keep the student from being able to register for the course, enrolling at a partnering school may be an option. Scheduling conflicts exist when the student's Central Christian College course schedule is filled with courses *required by their major*, which do not allow for the student to also add the course(s) being considered for the partnering school. The student will need to defend why the course *must* be taken in the given semester.
3. Capstone courses are not eligible for consideration without the direct permission of the Department Chair or Program Director. The student may be required to complete additional assignments, assessments, or other obligations needed for assessment that would have been completed in the campus related course.

Under certain circumstances the student may pay the difference between Central Christian College's and the partnering college's tuition rates, along with fees and other charges.

Acadeum

Central Christian College of Kansas entered into a partnership with Acadeum (formerly known as College Consortium) starting summer 2018 to offer online course options to students. Students can choose pre-approved courses from schools across the country to complete classes they can't get in their schedule otherwise. There is no additional fee for these courses if taken during the fall or spring semester as long as the school has a signed agreement on file. Summer courses will be charged separately. The Registrar's Office maintains and publishes the list of courses for each semester.

Central Christian College of Kansas has signed consortial agreements with the following colleges and universities:

- Alderson Broaddus University
- Benedict College

- Cambridge College
- Ferrum College
- Florida Institute of Technology
- Franklin University
- Goldey-Beacon College
- Goodwin University
- Goshen College
- Keiser University
- Midwestern Baptist Theological Seminary and Spurgeon College
- Prairie View A&M University
- RIZE Partnership
- Schreiner University
- Texas Wesleyan University
- Trine University
- University of Mount Olive
- University of Mount Union
- University of Providence
- University of the Incarnate Word
- Washtenaw Community College
- Western Texas College
- William Peace University
- Council for Christian Colleges and Universities schools

Kansas Independent College Association schools. Students from schools that are part of the College Consortium are also able to register for online courses offered by Central Christian College of Kansas.

Students International

This unique cross-cultural learning experience is designed to accentuate the CORE4 outcomes of the College. Through this experience, students will have the opportunity to serve a local community, while also engaging in occupational training and development.

The costs associated with this experience are updated on an annual basis in the spring semester, for the following academic year. In addition to the charges associated with the trip, the College charges an additional \$100.00 administrative fee and a \$25.00 transcribing fee for each credit hour attempted.

More information can be found at: <http://www.stint.com> or by talking with the Academic Office.

CCCU Student Programs (Best Semester)

Central Christian College of Kansas, as an affiliate member of the Council for Christian Colleges and Universities (CCCU), offers the following semester and summer programs. More information about individual programs can be accessed through ccuglobaled.org.

- CCCU–American Studies Program
- CCCU–Contemporary Music Center (CMC)
- CCCU–Los Angeles Film Studies Center (LAFSC)

- CCCU–Middle East Studies Program (MES)
- CCCU–Scholarship & Christianity in Oxford
- CCCU–Uganda Studies Program (US)

Yanglin – University (YUST)

In partnership with YUST, student may choose to complete their studies in China. Interested students should contact the Office of the Chief Academic Officer for more information.

Dual Credit

The Dual Credit Program through Central Christian College of Kansas, in conjunction with participating high schools, enables eligible junior or senior students to earn both high school and college-level credit at a reduced tuition rate (see “Fees” section in *Financial Aid – School of Liberal Arts & Sciences*). Participation in the program allows students to experience college-level work and accumulate college credit prior to high school graduation. Dual credit courses are offered at participating high schools and are taught by approved high school teachers. Students seeking dual credit should check with their high school counselors or with the Manager of Academic Services.

Funded Academics

BG Products Business Lecture Series

The BG Products Business Lecture Series features a business leader selected by the Business Department faculty. The speaker will appear in a variety of settings including a session open to the public and in appropriate business classes. The BG Products Business Lecture Series was created through a contribution by BG Products of Wichita, Kansas. BG Products, Inc., manufactures and distributes a broad line of specialty lubricants, greases, chemicals, and service equipment throughout the United States and internationally. A past president of BG Products, Galen Myers, is a 1962 graduate of Central Christian College of Kansas.

Chaney Music Symposium

The Chaney Music Symposium was established in 2002 to enable Central Christian College of Kansas to host an annual music symposium featuring a classical or sacred musician. Students will benefit from exposure to and instruction from the featured musician. In addition to working with students in a classroom setting, a public performance will be presented by the musician.

The Chaney Music Symposium honors the memory of former Central Christian College of Kansas students, Albert (Class of 1924) and Edris (Morrison, Class of 1923) Chaney. Albert Chaney served 43 years as a Trustee of the College. The Chaney Music Symposium was endowed through a special gift to the College.

Chaney Bible Lecture Series

The Chaney Bible Lecture Series was established in 2002. It enables Central Christian College of Kansas to invite a Bible

scholar, selected by the Ministry and Theology Department faculty to speak on campus. The focus of these lectures is to deepen and enhance knowledge of the Bible by a person noted both for their scholarship and for their own personal commitment to faith. These lectures are held in a variety of on and off-campus settings.

The Chaney Bible Lecture Series was endowed to honor the memory of former Central students, Albert (Class of 1924) and Edris (Morrison, '23) Chaney. Albert Chaney served forty-three years as a trustee of Central. The Chaney Bible Lecture Series was endowed through a special gift to the College.

Wesley Lecture Series

The Wesley Lecture Series was established in 1999 to expand knowledge of John and Charles Wesley through a series of lectures presented by a scholar with expertise in this field. This event benefits not only Central Christian students, but also those in professional ministry in the surrounding area.

Endowed by Mr. and Mrs. John Landrum of Harrodsburg, Kentucky, this series compliments and enhances the curriculum of the Ministry and Theology Department.

Constitution Day

In accordance with US law, CCK recognizes Constitution Day on September 17¹⁷. In addition to classroom discussions and activities, the Library in engages a number of interactive activities for students and members of the College community to commemorate the signing of the Constitution.

Academic Conduct and Integrity

The mission of Central Christian College is to provide a Christ-centered education for character. This outcome is echoed in the Campus Community Expectations and Campus Community Expectations, which provide the behavioral basis for how elements of character are defined at Central Christian College of Kansas. Activities such as plagiarism, impersonation, fabrication, sabotage, cheating, and deception represent severe departures from the expectations of those attending an institution dedicated to producing people of good character. Furthermore, such activities represent a form of embezzlement since they communicate the attainment of knowledge, skills, and abilities that may not truly be mastered by the individual.

The College understands that not all students may agree or understand how standards of academic excellence are violated. Therefore, the student should become familiar with the practices to avoid. Students do not have the

option to appeal to ignorance in cases of academic dishonesty. This section of the Catalog is designed to help educate the student, but this is by no means an exhaustive description. If there is any element of doubt, it is the responsibility of the student to communicate with officials of the school in order to determine if his or her actions could be defined as appropriate.

Academic dishonesty is best defined as any action that misrepresents the aptitude or ability of a student or misappropriates the work of others. Such actions undermine the academic integrity of the College and subvert its educational goals. Activities that might be considered examples of academic dishonesty include but are not limited to:

- **Plagiarism:** The intentional or unintentional failure of the student to attribute credit to an individual or entity for ideas, words, or data that were not originally derived by the student. This can be done through the omission of quotation marks, improper or omitted references, or payment for use of a paper, assignment, project, or response created by someone else.
- **Impersonation:** The act of falsifying identity in order to gain an advantage on an assignment or assessment.
- **Fabrication:** The falsification of information and data in order to obscure, distort, or bias an assignment or assessment. This can be done through the misrepresentation of data or opinion, falsifying references or data, distorting information or data, or misrepresenting time or level of involvement to influence the grade.
- **Sabotage:** The willful act of undermining the academic work of others.
- **Cheating:** The intentional choice to deceive others by appearing to have a level of mastery that does not truly reflect the level of understanding currently obtained by the student. This can be done through copying, allowing others to copy, using unauthorized materials, receiving unauthorized assistance, repurposing already completed assignments, or paying, coercing or convincing another to complete work assigned to the student (or doing the same for another student). It also includes the act of obtaining or providing aid outside of the articulated parameters represented by the assignment or assessment.

¹⁷ Unless the 17th falls over a weekend, at which time Constitution Day activities are hosted on the following Monday.

- **Deception:** Providing falsified information in order to escape consequences or outcomes that would be sanctioned under differing circumstances.

All cases of academic honesty will be investigated and arbitrated. No student will be allowed to graduate until all rulings have been finalized. In those cases where an allegation of academic dishonesty is filed after a diploma has been granted, the College reserves the right to revoke graduate status, if the allegation results in a ruling against the student.

A grade of "FX" may be reported on the transcript for any course failed due to academic dishonesty.

All records regarding adjudication of academic dishonesty will be kept in the Office of the Registrar. These records will remain confidential and will be maintained for a minimum of five years. After five years, files may be destroyed unless there is evidence to suggest that maintenance of said files is required for continued adjudication.

Adjudication of Academic Dishonesty

Course Level Violation: The instructor shall promptly contact the student(s) involved, provide appropriate documentation of, discuss the matter, determine if an infraction has occurred, and decide on a penalty. Although initial notification may take place via written communication, when possible, the instructor and student(s) should meet face to face to discuss the incident.

If an instructor suspects plagiarism or cheating during a final exam period or on an end of semester assignment or project, and timely resolution is not possible, the instructor shall assign the student(s) involved a grade of "I" and provide the student(s) with a written explanation, inviting the student to meet concerning the suspicion.

The instructor will meet face-to-face with the student, who will be questioned about writing the violation, informed of repercussions for the violation, informed of next steps for success, and informed about the appeal process (appeal to the Department Chair if he or she believes that he or she was treated unjustly).

Instructors are invited to use the incident as a teaching moment, imposing appropriate sanctions in alignment with the elements of the case. Sanctions could include making up the assignment, completing a course or training related to academic integrity, assessing a reduced or failing grade on the assignment or course, and in extreme circumstances such as a major project or repeated offenses, failure of the course with the designation of FX on the transcript. After the face-to-face meeting, the instructor will submit all documentation, including a statement outlining the sanction, to the Chief Academic Officer.

Students may appeal the ruling if they can provide evidence that the adjudication process was unfair or if the

sanction is capricious. A *Letter of Appeal*, along with any documentation, must be submitted to the Chief Academic Officer, who will convene an *Honor Council*, made up of no less than three faculty members, not including the instructor involved with the case. The senior faculty member will act as arbiter for the duration of the adjudication process. The arbiter is required to notify the student and instructor (in writing) that an appeal has been filed and that a hearing will take place. The communication will include the time, date, and location of the hearing.

The student and instructor may each address the Honor Council and present documentation to support their positions. The student may have a single support person present, but that person is not permitted to speak on the student's behalf or otherwise take part in the hearing. Witnesses can be called. These individuals should not be present during the hearing other than at those times during which they are being directly questioned.

Once the arbiter has closed the hearing, the Honor Council will determine if there is sufficient evidence to support the allegation of academic dishonesty and render judgement as to the suitability of the charge. For adjudicating appeals of academic dishonesty, the Honor Council will apply a reasonable standard, relying on the rule of the majority.

The arbiter will relay the decision of the Honor Council to the Chief Academic Officer, who will communicate the decision of the Honor Council, in writing, to both the student and the instructor. This communication will occur within five business days following the Honor Council's deliberations. All communication concerning punitive action should include a statement informing the parties of their right to appeal.

Both the student and the instructor have the right to appeal the decision of the Honor Council. This appeal must be articulated in writing and submitted to the Chief Academic Officer. The ruling of the Chief Academic Officer is final.

The Chief Academic Officer will be responsible for the enactment of all sanctions. If the sanction requires failure of the course, the Chief Academic Officer will instruct the Registrar to enter the appropriate grades (F, WF, or XF) on the transcript. If the student withdrawn from the course and it is found that the withdrawal occurred after the official notification of the allegation, the failing designation will supersede the withdrawal.

A record of the adjudication and final ruling will be submitted to the Office of the Registrar for inclusion in the student's academic file.

Multiple Offenses

If, after receiving documentation that a violation has occurred, and it is found that the student has one or more

prior violations, the new violation should be adjudicated as a single case (above). If the new charge is upheld the Chief Academic Officer will convene an Honor Council made up of no less than three faculty members, who will determine if further sanctions are appropriate.

The senior faculty member will act as arbiter for the duration of the adjudication process. The arbiter is required to notify the student and instructor (in writing) that an appeal has been filed and that a hearing will take place. The communication will include the time, date, and location of the hearing.

During the hearing, the student may address the Honor Council on his or her own behalf. Sanctions for multiple violations may include, but are not limited to, placing the student on academic probation, academic suspension, or dismissal.

The Chief Academic Officer is responsible for notifying the student the decision of the Honor Council. This communication will be in writing and will occur within five business days following the Honor Council's deliberations. All communication concerning punitive action should include a statement informing the student of his or her right to appeal the sanction(s).

The Chief Academic Officer will be responsible for the enactment of all sanctions. In the case of suspension or dismissal, the Chief Academic Officer will inform the President and the student will have no less than seven days before the suspension or dismissal become effective, unless the President determines that another timeframe is more suitable for the sanction to take effect. Except for dismissal, the decision of the Chief Academic Officer is final. Students can appeal dismissal to the President.

A record of the adjudication and final ruling will be submitted to the Office of the Registrar for inclusion in the student's academic file.

Standards for Community Interaction and Communication

In alignment with the College's Campus Community Expectations, this policy defines appropriate student behavior across both digital and physical community spaces, including but not limited to online discussion forums, residence halls, classrooms, forums, campus emails/apps, and campus events. It aims to ensure that all interactions reflect a shared commitment to stewardship of community and people, especially in environments that could possibly include minors or vulnerable populations (e.g., dual-credit, online, etc.)

As members of the College community, students are expected to engage with others in ways that reflect respect, integrity, and mutual accountability. This includes all forms of communication—written, verbal, and digital—and applies in both academic and residential settings.

All student communication and conduct, whether in person or online, should uphold the College's values and contribute to a safe, inclusive, and academically focused environment. The following behaviors are considered inappropriate under this policy and may result in disciplinary action:

- Posting or sharing content (e.g., links, images, or messages) in online forums, residence halls, or class platforms that:
- Is unrelated to the educational context or course discussion
- Seeks to initiate personal, romantic, or social connections
- Directs others to external sites, apps, or accounts (e.g., dating/rating platforms, personal social media) for non-academic purposes
- Invites or pressures others to connect off-platform in ways that may be perceived as coercive, boundary-crossing, or inappropriate
- Using institutional platforms or spaces to promote:
- Personal gain, commercial interests, or unrelated third-party services, without prior authorization
- Unsolicited interactions that can be reasonably interpreted as making others uncomfortable or unsafe

Failing to respect digital and physical boundaries of peers, instructors, or community members, particularly in mixed-age environments or with vulnerable populations

The College reserves the right to restrict or remove digital content that:

- Is not reasonably related to the academic subject matter, discussion prompt, or learning environment;
- Includes external links or invitations to personal social media accounts, third-party platforms, or websites that are non-academic or inappropriate for the educational setting;
- Attempts to initiate personal, social, or romantic interactions in the context of course-based communication;
- Could create confusion, discomfort, or a perceived boundary violation.
- Promotes external services, sites, or behaviors that are commercial, unsolicited, or are unvetted by the institution.

This policy applies to all students, including undergraduate, graduate, dual credit, and residential program participants. It is enforceable in all campus-owned or sanctioned environments, including learning management systems, group chats, residence halls, and other digital or physical spaces associated with the College. Violations of this policy will be reviewed through existing institutional processes

under conduct expectations and Technology Use Policy. Disciplinary responses may include:

- Warnings or educational interventions
- Restriction of access to digital tools or forums
- Referral to Student Development or Title IX, where applicable
- Notification of partner institutions in dual credit programs (in cases involving underage students)

Administrative Dismissal Policy

Academic Progress

A student who is not meeting the standards of academic progress¹⁸ may be dismissed from the College. Causes for academic dismissal include low GPA, cumulative semesters on academic probation, excessive absence from courses, as well as other academic issues. Typically, the Progress Review Committee will review academic progress at midterm and at the conclusion of each semester and make recommendations to the Chief Academic Officer. If dismissal is imminent, contact will be made swiftly so that the student may make appropriate arrangements. Unless otherwise noted, the student may appeal the decision of the Progress Review Committee to the Chief Academic Officer. There may be some cases in which a student may be dismissed without right of appeal.

When a student is dismissed, notification will be directed to the following offices: Student Life, Financial Aid, Business Office, and the student's Advisor. In the case of an athlete, a letter will also be forwarded to his or her coach. Once a student has been dismissed, he or she cannot be considered for re-admittance.

Academic Integrity

Academic dishonesty is considered a breach of the Campus Community Expectations signed by all students as part of their admissions process. Therefore, the College reserves the right to dismiss a student due to academic dishonesty.

Emergency Procedures

If a student exhibits behavior that is interpreted as a threat to the physical or mental well-being of an individual or the College population, the Chief Academic Officer, in conjunction with the Dean of Students and the President's Executive Team, may impose an administrative dismissal. The dismissal will result in an immediate and mandatory withdrawal from all College services. The permanence of the dismissal will be determined after an investigation can

be concluded concerning the events instigating the dismissal.

Commencement Participation

Students who have been Administratively Dismissed from the College for academic or disciplinary reasons may not be permitted to participate in the graduation ceremony.

Grades

If a student is dismissed from the College mid-semester, the grade assigned for each class will depend on the student's status at the time of dismissal.

- If the student is dismissed prior to the official last day to drop a course without a grade, the student will be withdrawn from classes and the transcript will show a grade of "W" for each course.
- If the student had a failing grade in a class at the time of dismissal and the dismissal occurs after the official last day to drop a course without a grade, a grade of "WF" will be assigned for the course. These grades will figure into the GPA and become a part of the student's permanent record.
- If a student has a passing grade at the time of dismissal and the dismissal occurs after the official last day to drop a course without a grade, a grade of "WP" will be assigned for the course. These grades will not figure into the GPA but will become a part of the student's permanent record.¹⁹

Honors & Awards (Full-Time Degree-Seeking Students)

Dean's List

At the end of fall and spring semester, those students with a term grade point average of 3.85 or higher are named to the Dean's Honor Roll. Honorable mention is given to those with a term grade point average of 3.5-3.84.

Graduation Honors

Graduate students graduating with a 4.000 grade point average will be granted "high honors." Graduate students graduating with a grade point average of 3.800-3.999 will be granted "honors." An appropriate notation of honors will be posted to the student's transcript.

Baccalaureate graduates who earn a grade point average of 3.85-4.0, 3.70-3.84, or 3.50-3.69 are honored at graduation with honor cords designating Summa Cum Laude, Magna Cum Laude, and Cum Laude respectively.

¹⁸ See the SATISFACTORY ACADEMIC PROGRESS section of this catalog for detailed information on the required standards of progress.

¹⁹ If a faculty member can demonstrate that student learning prior to the dismissal was sufficient to accurately

and completely assess a student's mastery of the learning objectives, faculty members may, if they choose, award a final grade based on an objective assessment of coursework submitted prior to the dismissal.

Associate graduates who earn a grade point average of 3.85-4.0, 3.70-3.84, or 3.50-3.69 are awarded honor cords at the time of graduation designating Highest Honors, High Honors, or Honors respectively.

President's and Dean's Citations

Graduates with the highest GPA will receive the President's Citation, with the next highest GPA receiving the Dean's citation. If there are multiple students sharing the same GPA, an award will be presented to each student. School of Professional Education and School of Liberal Arts and Sciences citation recipients are figured independently. Each school will present at least one President's and one Dean's Citation award each year.

Alpha Kappa Sigma (SAS Only)

Membership in Alpha Kappa Sigma, honor society of the Association of Colleges of the Free Methodist Church, is elected by the faculty and may not include more than 10% of the graduating class. This honor is awarded upon the basis of excellence in scholarship, character, service, and leadership. Election to membership represents one of the highest honors awarded by any Free Methodist College. Moreover, to ensure excellence in scholarship, character, service and leadership areas, the office of Student Life will provide input regarding the AKSA candidates prior to the final official voting process. This step ensures that the candidates have been cleared of any potential or actual disciplinary affairs or issues that may involve those identified by the Resident Life Committee.

Alpha Sigma Lambda (SPE Only)

Membership in Alpha Sigma Lambda, honor society for adult students, is elected by the Alpha Sigma Lambda officers each year after reviewing applications submitted by eligible students. This honor is awarded to students who demonstrate qualities of leadership at school, home, and/or in their community and whose academic credentials consist of the following: placement in the top twenty percent of SPE Juniors and Seniors, completion of a minimum of twenty-four graded credits at CCCK, and earning a minimum cumulative GPA of 3.50.

Departmental Awards

Various departmental awards are given each year based upon exceptional accomplishments shown within a certain area of study. These awards are presented annually at specific events either through the year or during commencement weekend.

Graduation Requirements

All degree seeking candidates must meet the following requirements:

1. Submit *Intent to Graduate* form to the Registrar's Office.
2. Receive the approval of the faculty and Board of Trustees.

3. Meet all Degree Requirements.
4. Meet all Residency Requirements.
5. Complete all Assessment Requirements.
6. Conduct an exit interview with the Financial Aid Office.
7. Have met all other internal obligations.

Assessment Requirements

In order to meet the requirements for graduation, students must complete those assessments as outlined by the Academic Office. This may include the completion of an exit survey, Major Field Test, or General Education Assessment.

Degree Requirements

The Registrar's office maintains an audit for each student based on his or her year of entry into the College, as outlined in the corresponding Catalog. A student must meet those requirements in order to be considered for graduation. Students may choose to meet the requirements related to a subsequent Catalog, provided all requirements are met.

Master

The following requirements apply to all Master level programs.

- At least 36 semester credit hours
- Minimum GPA of 3.00, with no more than two final course grades of C minus, and no final course grades below a C minus
- Approval of the faculty
- Completion of required assessment protocols

The accrual of 36 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

Bachelor

The following requirements apply to all Bachelor level programs associated with the School of Liberal Arts and Sciences.

- At least 120 semester credits
- The 120 credits must include at least 30 upper division credits.
- At least 30 of the last 60 credits must be from Central Christian College of Kansas.
- Minimum GPA of 2.00
- Approval of the faculty
- Completion of required assessment protocols

The accrual of 120 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

Associate of Arts

The curriculum for the Associate of Arts degree is a 60-credit hour program. Students who complete the Associate

of Arts degree will find an easy transition into a four-year program, since the completion of the Associate of Arts fulfills the General Education requirements associated with

- Sixty semester credits
- At least 15 of the last 30 credits must be from Central Christian College of Kansas.
- Minimum GPA of 2.00
- Approval of the faculty
- Completion of required assessment protocols

The accrual of 60 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

Concentrations

Students may choose to focus their studies by choosing a concentration. Concentrations share requirements with minors and liberal studies tracks and may be found in the *Minors* section of the Catalog.

Associate of General Studies

The curriculum for the Associate of General Studies degree is a 60-credit hour program with a liberal studies approach. Greater flexibility allows the student to use more credits for further study in his or her area of concentration.

- Sixty semester credits.
- At least 15 of the last 30 credits must be from Central Christian College of Kansas
- Minimum GPA of 2.00
- Approval of the faculty
- Completion of required assessment protocols

The accrual of 60 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

Concentrations

Students may choose to focus their studies by choosing a concentration. Concentrations share requirements with minors and liberal studies tracks and may be found in the *Minors* section of the Catalog.

Graduate Credits Counting Toward Undergraduate Audit

This policy applies to all undergraduate students seeking to transfer graduate-level credits from another accredited institution to count towards their bachelor's degree requirements at Central Christian College of Kansas.

Undergraduate students at Central Christian College of Kansas may be permitted to count up to 12 credit hours of graduate-level coursework taken at another accredited institution towards their bachelor's degree, subject to the following conditions:

- **Standing:** Students must be in good academic standing and have completed at least 60-90 (Junior/Senior Status) credit hours at Central Christian College of Kansas. The graduate courses must be relevant to the student's undergraduate degree program and must be taken at an institution accredited by a recognized accrediting body.
- **Approval:** Students must obtain prior approval from their academic advisor and the department chair of their undergraduate program. A formal request must be submitted, including a detailed syllabus and course description for each graduate course to be considered.
- **Transcripts:** Official transcripts from the institution where the graduate courses were taken must be provided. Only courses in which the student has earned a grade of B or higher will be considered for transfer.

Students must still meet residency requirements and the transferred graduate credits will not affect the student's GPA. The same graduate courses cannot be counted towards both the bachelor's degree and a future graduate degree at Central Christian College of Kansas.

This policy is implemented and overseen by the Office of the Registrar in collaboration with the relevant academic departments. Any exceptions to this policy must be approved by the Registrar and the Chief Academic Officer. Graduation Ceremonies

Central Christian College of Kansas currently hosts an annual spring graduation program. Students who desire to participate in the graduation ceremony must complete all requirements as outlined in this Catalog. Students must be in good standing with the College to be permitted to participate in the graduation ceremony.

Once a student has completed the *Intent to Graduate* form and has had his or her name included in the commencement program, the student is only eligible to participate in that particular commencement ceremony. Unless completing an additional degree, no student may participate in an additional graduation ceremony or have his or her name appear in an additional commencement program, other than the one associated with their *Intent to Graduate* form. This standard is applied regardless of the actual participation of the student.

Eligibility to participate in the commencement ceremony is determined four months prior to the ceremony. A student must be on track to complete all degree requirements by the commencement date. Online students whose final course ends within 30 days after the commencement ceremony are also eligible.

Students who do not meet criteria to participate in the ceremony may appeal to the Faculty Senate for permission

to participate. The student must speak with their academic advisor about their desire to participate. The academic advisor will notify the Registrar's Office of this request and initiate the appeal process. The Faculty Senate will approve or deny the request based on the information provided in the formal appeal.

Diplomas

Diplomas are mailed to students approximately 3-4 weeks following degree completion and after all obligations with the College have been fulfilled. The Registrar's office will forward the diploma to the address provided on the *Intent to Graduate* form.

Posthumous Degrees

This policy provides the College with a mechanism through which it may recognize and commemorate the academic achievement of students who were enrolled at the time of their death. As such, the posthumous degree is an honorary, unearned nonacademic credential.

Eligibility

To be eligible for the award of a posthumous degree from CCCK, the student must have met the following conditions:

Undergraduate:

1. The student, at the time of death, was in good standing and making satisfactory progress toward the degree to be awarded; or was an active-duty member of the U.S. Armed Forces, federal military reserves, or National Guard (Withdrawn for Active Duty Service).
2. The student was within 24 credits of completing all degree related requirements.

Graduate:

1. The student, at the time of death, was in good standing and making satisfactory progress toward the degree to be awarded; or was an active-duty member of the U.S. Armed Forces, federal military reserves, or National Guard (Withdrawn for Active Duty Service).
2. The student was enrolled in the final semester of credits necessary for completing all degree-related requirements.

The faculty may be asked to consider cases that do not meet the above criteria when extraordinary circumstances prevail.

Policy

Requests for awarding a posthumous degree can be initiated by a department, program, administrator, faculty member, or representative of the family. Each request will be reviewed by the Registrar and the appropriate

Department Chair or Program Director, and brought before the Faculty Senate for approval. If approved, the Registrar will add the degree to the student's academic record with the notation "degree awarded posthumously". The diploma will be presented by the appropriate College official, as determined by the Chief Academic Officer.

Transcripts (Official/Unofficial)

Transcripts may be requested from

<https://getmytranscript.com/>

Official transcript requests are processed only after the receipt of a consent form from the student and payment for that request to the website. A transcript fee of \$10.00 is charged for each official transcript requested (additional charges for priority and international processing). Unofficial transcripts are available through the student portal.

Employment Services

At this time, Central Christian offers very limited employment services. The Office of Student Services, in conjunction with the Office of Student Success, maintains a database of possible job opportunities as that office is made aware of such opportunities. This database is completely dependent on outside organizations contacting Central Christian College. Central Christian College does not make direct contact with possible employers regarding job openings.

Central Christian College does not guarantee employment or employee reacted advancement as an outcome of participation in or completion of any of its programs or degrees.

Cell Phone/Electronic Communication Devices

As a member of this learning community, each student is responsible to protect the integrity of the learning environment. The use of communication device within the formal learning environment can be disruptive and disrespectful, unless approved as a tool for the educational experience at hand. Therefore, the College prohibits the use of communication devices during scheduled course activities. Recognizing that these same communication devices are an integral part of the College's emergency notification system, students may keep said devices on silent (vibrate) and only consult these devices when numerous devices are activated simultaneously. Other exceptions to this policy may be granted at the discretion of the instructor. Use of any data storage or communication device used during a testing situation is strictly prohibited, other than to receive College emergency notifications or by permission of the instructor. Unauthorized use will be interpreted as a breach of academic integrity and will result in disciplinary action.

SATISFACTORY ACADEMIC PROGRESS

Federal law and College regulations establish that all students must maintain Satisfactory Academic Progress (SAP) during their enrollment at the College, in order to remain eligible for Federal Title IV aid and Institutional aid. This includes, but is not limited to, Pell Grants, Federal District Loans, and Federal PLUS Loans. The College reserves the right to change the SAP policy at any time to comply with Federal regulations as defined under 34 CFR 668.34. The Academic Office monitors SAP at the end of each term.

Definition of “Term”

Online undergraduate and graduate

Term is equivalent to four consecutive modules (courses). Each module is six weeks in length.

Residential undergraduate

Term is equivalent to either the fall, spring, or summer semester. Credit taken during the summer will be evaluated for academic progress if a grade or official transcript has been received by the Registrar’s Office before of the next semester.

Standards of Progress

Students at Central Christian College of Kansas, regardless of enrollment status or category, must meet the following requirements to remain in good standing:

GPA

Students must achieve a minimum cumulative GPA:

- Associate Programs
 - 2.00
- Bachelor Programs
 - 0 – 30.99 Attempted Credits: 1.70
 - 31 – 59.99 Attempted Credits: 1.85
 - 60+ Attempted Credits: 2.00
- Graduate Programs
 - 3.00

Pace

Students must earn a certain percentage of all credits they attempt (Cumulative Earned Hours/Cumulative Attempted Hours).

- Undergraduate Programs
 - 66.67%
- Graduate Programs
 - 75.00%

Maximum Timeframe

Students must complete their degrees within 150% of the published program length.

- Associate Programs
 - 90 Attempted Credits

- Bachelor Programs
 - 180 Attempted Credits
- Graduate Programs
 - 54 Attempted Credits

Scope of Evaluation

All courses attempted and credits awarded at Central Christian College of Kansas will be used in SAP evaluation as indicated below:

- Graded courses: All instances used to calculate GPA, Maximum Timeframe, and Pace.
- P, W, WP courses: All instances will be used to calculate Maximum Timeframe and Pace.
- FL, I, WF courses: All instances used to calculate GPA, Maximum Timeframe, and Pace.
 - Note: Incompletes (I) are considered attempted but not completed coursework and may negatively impact GPA and Pace until a final grade is assigned. Incomplete (I) is considered attempted but not completed and may impact Pace and GPA until resolved
- Remedial courses: calculated in SAP
- Repeated courses: All instances will be used to calculate Maximum Timeframe and Pace. The course with the highest grade will be used to calculate GPA.
- Dual-Credit: Credits earned directly through Central Christian College of Kansas will be used to calculate Maximum Timeframe, Pace, and GPA. Credits accepted in transfer from Dual-Credit programs outside of Central Christian College of Kansas will be used to calculate Maximum Timeframe and Pace.
- Transfer credits/Test-Out credits/Prior Learning credits: used to calculate Maximum Timeframe and Pace
- Audited courses: not used to calculate SAP
- Graduate Programs: only courses completed at the graduate level are calculated in SAP

Students who have received failing grades for all courses in a term will be asked to verify attendance for each class. This may affect aid eligibility for the term.

SAP Status & Monitoring Procedures

The Academic Office will monitor Satisfactory Academic Progress (SAP) at the end of each term. Written notification (CCCK school email, letter sent to home address, or letter uploaded to the portal) will be sent to students placed on:

- Notice – Below 2.00 term GPA
- Warning – Not meeting SAP: Cumulative GPA below standards, not meeting pace, or timeframe.
- Suspension – Not approved to continue

- Probation/Academic Plan – Approved to continue

Good Standing

Any student who meets the minimum standards for academic progress.

Academic Notice (Undergraduate only)

Students will receive notice whenever their term GPA is below 2.00, but are otherwise meeting SAP standards

Academic Warning

A student is placed on Academic Warning when he or she has failed to meet one or more of the minimum standards (illustrated under STANDARDS OF PROGRESS, above). The Warning period will consist of the next term in which the student is enrolled in classes. The student may receive aid for one term while on Warning without an appeal.

Students placed on Academic Warning will be sent a notification advising them of their status, the impact on their future financial aid eligibility, and the importance of seeking guidance from appropriate staff and process for doing so.

If the student does not meet all minimum standards after one term, the student may be placed on Academic Suspension. The Progress Review Committee is empowered to allow the student to continue under Probation status if, in the judgment of the committee, the student is making significant progress toward Good Standing.

It is possible for a student to be subject to more than one period of Academic Warning throughout the course of their academic career.

Online Undergraduate and Graduate: During the period of Academic Warning, SAP will be monitored after the third module in the term and students may be prohibited from beginning the next term until final grades for the fourth module are received and GPA and Pace standards reviewed.

Academic Suspension

A student is placed on Academic Suspension when he or she has failed to meet one or more of the minimum standards (illustrated under STANDARDS OF PROGRESS, above) for two consecutive terms, or if, in the judgement of the Progress Review Committee, the student is not making significant progress toward achieving Good Standing. Students placed on Academic Suspension are not eligible to receive Federal financial aid. Students may appeal this status by completing the process detailed under the APPEALING ACADEMIC SUSPENSION section, below.

A student may immediately be placed on Academic Suspension if he or she fails to earn a minimum term GPA of 1.00, even if he or she was not previously on Academic Probation or Warning. The student may reapply for admission after sitting out the next full term.

Academic Probation/Academic Plan

A student is placed on Academic Probation when he or she either returns from an Academic Suspension as the result of a successful appeal or is proactively placed in this status by the Progress Review Committee (see APPEALING ACADEMIC SUSPENSION section, below). Students on Academic Probation will be reviewed at the end of each consecutive term, until such time as the Progress Review Committee determines no continued monitoring is warranted. A student who regains eligibility via a successful appeal is placed on Academic Probation and provided with an Academic Plan, which outlines specific requirements for continued eligibility. Continued financial aid eligibility during probation is contingent on meeting the terms of the Academic Plan.

The committee will review the Academic Plan submitted by the student and may prescribe additional specific requirements and/or limitations, all of which need to be met in order to retain Probationary status. Any student not meeting any one requirement may be placed back on Academic Suspension at any time. The Progress Review Committee reserves the right to place a student back on suspension for failure to follow their academic plan, unless the student appeals with new circumstances causing undue hardship. This could include an administrative withdrawal prior to the end of the term. Students may be restricted from certain activities or required to complete certain progress thresholds. Possibilities include, but are not limited to, the following:

Course Load

Students may be restricted to certain classes and/or a reduced course load for each term in which they are on Academic Probation.

Extracurricular Activities

Students on Academic Probation may be restricted from participation in:

- Varsity & Junior Varsity Athletics
- Club or Intramural Sports
- Theater Productions
- Music Ensembles
- Serving as an officer in a club or organization

Exceptions to these restrictions may occur in those cases where participation is associated with the earning of academic credit needed to fulfill a graduation requirement. Students receiving scholarships requiring participation in any of the activities mentioned above may still be restricted from participation. Participation will be determined by joint agreement between the head of Academics, head of Student Life, and the Athletic Director (or designees).

GPA & Pace

The committee may choose to extend Probation status and create an Academic Plan for 2 or more terms to allow a

gradual increase in GPA and/or Pace. Although the stated GPA and/or Pace requirements for each term may fall below minimum SAP standards, the student will not be penalized, so long as the requirements for each term are met. All requirements for each term must be met in order to retain Probation status and continue enrollment in the next term.

Online Undergraduate and Graduate: Since courses are taken one at a time, students who fail or withdraw from a course and so fail to meet a requirement of their Academic Plan, may be immediately placed on Academic Suspension before the end of the term.

Student Success Center

Placement on Academic Probation may require the completion of certain activities prescribed by the Student Success Center (e.g. supervised study time, etc.).

Regaining Good Standing

Students may regain Good Standing by successfully meeting the minimum standards for satisfactory progress, as outlined above. This may be done by increasing GPA and/or Pace during a period of Academic Warning or through the appeal process and adherence to an Academic Plan during a period of Academic Probation (see APPEALING ACADEMIC SUSPENSION section, below).

Students may also choose to complete and/or repeat coursework at another college and transfer it back to CCKC in an effort to increase GPA and/or Pace to meet minimum SAP standards. All transfer courses must be preapproved by the Registrar's Office to confirm transfer eligibility. Students should keep in mind that transfer course grades do not figure into the CCKC GPA. In the case of a repeated course, if the CCKC course has a lower grade, the CCKC course will be removed from the GPA calculation. The transfer course **credits** will be applied but the transfer **grade** will **not** be used in the GPA calculation.

Students having difficulties in their studies are urged to work with the Office of Student Success and/or their Advisor. Central Christian College of Kansas is committed to helping students achieve academic success.

Veterans and Dependents/Survivors

Students using Veteran's Benefits to pay for tuition may be eligible for Tutorial Assistance or Educational and Vocational Counseling Services through the Department of Veterans Affairs (VA). More information can be found at <http://www.gibill.va.gov/> or by calling the VA at 1-888-442-4551.

Appealing Academic Suspension

Students may appeal Academic Suspension by submitting the appropriate documentation (mentioned below) to the Academic Office.

If special circumstances prevented a student from meeting minimum requirements for SAP, an appeal may be submitted. However, submission of an appeal does not guarantee that the student will become eligible for enrollment or financial aid. The SAP Appeal Committee will review the appeal.

Appeal forms, available online or through the appropriate office, must be submitted with supporting documentation by the deadline indicated in the SAP letter sent to the student.

In the case of a successful appeal of Academic Suspension, students will be readmitted under Academic Probation status and an Academic Plan will be prescribed and monitored. The SAP Appeal Committee may allow a student to continue academically but suspend further financial aid until the student then achieves Good Standing and/or graduates.

Appeal Documents

1. SAP Appeal Form: Within this form, the student must provide statements explaining the circumstances that led to failure to meet the minimum requirements for SAP, describe how the situation has improved, and detail the actions the student has taken and will be taking to ensure that they will return to Good Standing.
2. Supporting Documentation of the extenuating circumstances (see below examples)
3. Academic Plan: The student must meet with Student Success and complete an academic plan. The plan must be submitted with the SAP appeal form and supporting documentation.

Appeals submitted without all of the above documents will not be considered by the Appeal Committee. If the student misses the deadline given by the Academic Office, the appeal will be held until the following semester, allowing time for the student to gather the necessary documentation. The following list of extenuating circumstances have been approved as reasons to submit an appeal. Any circumstance not listed cannot be used as a reason to appeal. The listed examples of documentation are not exhaustive and are intended as a guide. Other documents may be acceptable. Students should direct questions to Student Success or to the Academic Office.

Note that any letter written by a third party on the student's behalf **MUST** have the handwritten signature of the person who wrote it. Official letterhead should be used if written by someone acting in a professional capacity (Doctor, lawyer, counselor, etc.).

- Medical (personal or family illness/injury): Signed document outlining the timeframe of illness, relationship to person with illness (if applicable), medical documents (intake form, insurance claim, bill, doctors note), letter from doctor

- Mental illness (diagnosis not required but must have documentation): Letter from mental health professional, medical documents (intake form, insurance claim, bill)
- Death of a family member: Death certificate, obituary, program, funeral home document
- Traumatic Event (assault, abuse, stolen identity, other personal violations): Police reports, letter from mental health professional, counselor, or pastor/priest
- Job loss or forced overtime: Termination letter, paystub(s), unemployment paperwork, letter from supervisor
- Unplanned move (eviction or job transfer, etc.): Eviction notice, relocation paperwork, moving expenses bill/invoice
- Unexpected childcare difficulties: Letter from childcare provider
- Natural disaster (tornado, hurricane, etc.): FEMA documents, insurance claim, statement from landlord, dated photos of home/property
- Military deployment (including unexpected training): Military orders, letter from commanding officer
- Car Accident (major): Police report, insurance documents, dated photos
- Legal Issues (divorce, separation, incarceration, extended jury duty, etc.): Divorce decree, relevant court documents, jury duty letter(s)
- Unexpected complications from a major life event (wedding, planned move, new job, etc.): Letter from pastor/priest, family member, or other third party, notice from moving company, letter from work supervisor
- Progress shown since suspension:
 - Undergraduate programs: Complete at least 12 semester credits through another college and receive a minimum 2.00 GPA in the 12 credits with no final grades lower than a D minus. Courses desired for transfer require prior approval through the Registrar's Office. Students may also demonstrate progress by taking courses through CCCK, however, the student would remain on suspension and would not be eligible for Financial Aid.
 - Graduate programs: Retake all graduate courses with a final grade below C minus and receive a minimum 3.00 GPA in the retaken courses with no final grades lower than a C minus. During this time, the student would remain on Suspension and would not be eligible for Financial Aid.

Circumstances not considered as acceptable justification for an appeal are:

- Immaturity, lack of focus or time management
- Difficulty transitioning to college or with level of coursework
- Conflicts with instructors that have not been established through a grievance process prior to the appeal. (see GRIEVANCE/APPEAL PROCESS section)
- Transportation or technology issues (unless the direct result of an approved circumstance)
- Known medical/mental conditions that existed prior to the start of the term Unless it produced unexpected complications during the term
- Major life event known about prior to the start of the term (wedding, birth, non-emergency surgery, planned move, etc.) Unless it produced unexpected complications during the term

Failure to Thrive

Any student who has earned a term GPA of 0.00, through the accumulation of W, F, WP, or WF grades, may be administratively withdrawn from the College, regardless of financial aid status. If this occurs, the student will not be permitted to begin a new term.

In order to remain enrolled, the student will need to appeal the withdrawal in writing. The appeal must describe the extenuating circumstance that kept the student from maintaining academic progress and provide a detailed plan through which the student can improve academic performance in the future.

Students with a 0.00 term GPA may be subject to a financial aid inquiry, which can trigger a recalculation of aid awarded during the term in which the student posted a 0.00 term GPA. Federal refund calculations will only consider days in which positive attendance can be confirmed. Students earning a 0.00 term GPA, at the completion of a term, are not eligible for any institutional refunds, regardless of the findings of the financial aid inquiry. The student is responsible for any balance that results from these calculations.

When determining if a student earned a failing grade, the College utilizes the Last Date of Attendance as a reference point. Any recorded attendance during the last two full weeks of the semester/term will be recognized as an earned grade (see the Academic Section of the Catalog for more information on Attendance Policies). Students not showing positive attendance during this time-frame may retroactively trigger a change in enrollment status and a recalculation of financial aid. *This SAP Policy applies to all students receiving Title IV federal financial aid and is administered consistently across all programs and categories of enrollment.*

GRIEVANCE/APPEAL PROCESS

Any grievances related to sexual harassment, racial discrimination, or any other derogatory or discriminatory situation should be immediately communicated to the Title IX Coordinator.

Central Christian College of Kansas is committed to maintaining an environment in which concerns are addressed in a constructive manner. Relying on Matthew 18 and Philippians 4, the following grievance policy balances personal responsibility with a commitment to provide an effective response to action or inaction by a member or members of the College community. Ultimately, Central Christian College of Kansas seeks to follow the Biblical Mandate to seek reconciliation and restoration (Proverbs 10:12).

Students who are unsure of how to process a grievance or need clarification may request a meeting with the Chief Student Engagement Officer. More information may also be available in the appropriate Student Handbook, available on the CCK website.

Defining the Grievance

While there are many dimensions that may define a grievance, Central Christian College of Kansas provides the following classifications to help guide the reconciliation process.

- **Concern:** A matter of relevance or importance to a specific individual or group.
- **Complaint:** A concern rising from a *perceived* violation of policy or trust.
- **Conflict:** A protracted disagreement where the interests of both parties are incompatible or at variance.
- **Crime:** An action or omission that is illegal, in contradiction of policy, or is evil in nature (sin).

RECONCILIATION (Grievance) Process

Level I – Personally: As encouraged in Scripture, the first step in the reconciliation process challenges the individual to look inward by:

- recognizing that the issue is a matter that can be forgiven; allowing both parties to move on;
- recognizing that the issue is largely a matter of perspective and conclusions about the intent of words and behaviors may be bias;
- recognizing the points of agreement and community shared between both parties, overlooking the offense to encourage greater partnership;
- recognizing that Christ has forgiven me and calls me to do the same with others.

If personal contemplation does not produce reconciliation the individual is strongly encouraged to address his or her concern with the individual privately (**Level II**).

Level II – Privately: Following the principles outlined in Scripture, this phase of the reconciliation process provides a means through which the individual may address his or her concern privately. This ensures that both parties have a clear understanding of the situation and are given a chance to respond to the matter appropriately.

The following points should be considered in the process:

- The discussion should be designed to aid in the process of reconciliation;
- The discussion should focus on shared responsibility (as appropriated), with a focus on addressing the *log* in my eye before confronting the *speck* in the eyes of the other;
- The process should *gently* assist the other person in understanding the basis for the issue.

It is recommended that this communication be recorded in writing. This will help initiate an evidentiary trail, which can become important if the grievance needs to be escalated.

If in the opinion of the student, the concern or complaint has not been addressed appropriately, in a timely manner, or the student would like to appeal the decision, the individual should escalate to Level III.

Level III - Publicly: In writing, the individual should attempt to address said concern or complaint to the appropriate Officer, Dean, Chair, or Departmental Director.

If in the opinion of the student, the concern or complaint has not been addressed appropriately, in a timely manner, or the student would like to appeal the decision, the individual should escalate to Level IV.

Level IV - Corporately: In writing, the learner addresses said concern, complaint, or appeal to one of the following:

- Student Life: Compliance & Conduct (charlotte.Anderson@centralchristia.edu)
- Academics: Chief Academic Officer (michele.august@centralchristian.edu)
- Athletics: Athletic Director (kyle.moody@centralchristian.edu)
- Financial: Chief Financial Officer (scott.balbin@centralchristian.edu)

The student will first be asked to provide confirmation that he or she has first attempted to address the issue as stated in Level I & II. Once this has been confirmed, the school official

will work with the individual to address the concern. The school official may request a meeting with the student and offending party.

By request of the student or by determination of the school official an appropriate committee hearing may be initiated. The committee will apply a “clear and convincing” standard of evidence. The committee can determine what parties need to present evidence in order to validate the process. The student may request a private hearing with the committee. The decision of the committee will be delivered to the student by the school official.

If, in the opinion of the student, the concern or complaint has not been addressed appropriately, in a timely manner, or the student would like to appeal the decision, the individual should escalate to Level V.

Level V - Presidentially: In writing, the learner addresses said concern or complaint to the President of Central Christian College of Kansas, providing any documentation garnered through prior actions or appeals. The President will consider the requests, which may include adjudicating the issues with the President’s Executive Team or select members of the staff.

Should the institution not be able to resolve the student complaint or there is no further institutional mechanism for appeal, the student has the right to contact the Board of Trustees. Contact information is available through the Office of the President.

In addition, the student maintains the right to appeal to the State of Kansas or the Higher Learning Commission to determine a course of action. Complaints can be filed with the following agencies in Kansas:

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Kansas State Government and shall be reviewed and handled by that licensing board (<https://portal.kansas.gov/government/agency-list/> and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising)

shall be referred to the Consumer Protection Division in the office of the Kansas Attorney General and shall be reviewed and handled by that Unit (<https://ag.ks.gov/complaint-center>).

Allegations regarding noncompliance with accreditation standards, policies, and procedures or with complaints concerning the quality of education may be made to HLC, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. (The Commission's complaint policy, procedure and the Complaint form may be found on their website, <https://www.ncahlc.org/HLC-Institutions/complaints.html?highlight=WyJjb21wbGFpbnQiXQ>)

Complaint Records

A *student complaint* is defined as a written statement associated with Level II and above. These complaints are logged in an official file maintained by the Chief Academic Officer.

The record of student complaints shall include...:

- ...an account of the student complaint
- ...a description of how the complaint was handled
- ...a note if the complaint comports with institutional policies and procedures.

An official complaint can also be logged by using: <http://www.surveygizmo.com/s3/4092635/Student-Complaint-Form>

Grade Appeals

Students appealing a final course grade must address their appeal with the instructor first. The appeal should be made in writing and provide *specific* and *evidentiary* examples supporting the reason for the appeal.

If in the opinion of the student, the grade appeal has not been addressed appropriately, in a timely manner, or the student would like to appeal the decision, the individual should provide copies of the original appeal and decision to the Academic Office. The decision of the Chief Academic Officer is final.

Students should note that grade appeals must be requested prior to the end of the semester following the term in which the grade was assigned.

GENERAL EDUCATION FRAMEWORK

The General Education (GE) Core at Central Christian College of Kansas is rooted in a deep appreciation for the liberal arts and the essential skills they foster. By exploring the interconnected truths across disciplines such as history, social science, mathematics, English, art, science, and wellness, students develop a broad intellectual foundation. While many students may focus on courses tied to their major or career interests, the liberal arts provide a distinct advantage, cultivating versatile skills that are invaluable for success in today’s dynamic workplace.

The GE Core reflects a dual focus on Specialized Knowledge and Integrative Knowledge²⁰, both of which are essential to the College’s educational mission. Students have opportunity to develop Specialized Knowledge primarily through a chosen major or emphasis, defined through departmental and program-level learning outcomes. In contrast, Integrative Knowledge is the primary focus of the GE Core. This approach emphasizes the value of individual disciplines while cultivating the ability to recognize connections across ideas and perspectives. By synthesizing seemingly disparate elements of knowledge, students are prepared to develop informed, creative, and effective responses to complex life experiences.

This emphasis on integrative learning aligns with a classical understanding of education, as exemplified by the Trivium:

- Grammar: Developing a common body of knowledge concerning the fundamental insights of the ages
- Dialectic: Nurturing critical thinking, collaborative reasoning, and discernment of truth.
- Rhetoric: Building the ability to organize thoughts, judge rightly, and communicate persuasively.

This classical foundation complements the College’s mission to cultivate character and prepare students to contribute meaningfully to society. It aims to shape individuals capable of meeting the demands of public and private life, offering wise counsel to their communities, and engaging in redemptive action for the greater good²¹. This mirrors the intent of the College’s mission and vision, as informed by the CORE4, to serve the public good by preparing students to become engaged citizens, equipped to do good, seek justice, correct oppression, protect the weak, and serve others with humility and grace (Psalm 82:3, Isaiah 1:17, and Micah 6:8).

Seen in this way, the GE Core seeks to introduce students to the Liberal Arts, providing opportunities to develop knowledge, skills, and values needed to address contemporary issues and engage in a variety of environments, while cultivating social responsibility, active citizenship, and Christian charity.

In addition, the unique nature of the College’s approach to General Education seeks to counteract the modern tendency to approach the educational experience through a transactional lens, which views the degree as the commodity and time as the price. In this approach, non-major related courses, such as those in the GE Core, are devalued, relegated as requisites for degree attainment, but not considered worthwhile to the educational journey. Central Christian has taken a unique approach to this perspective by pairing the GE CORE with vocationally related qualities modern employers are looking for, appreciating both the discipline-specific skills and the core dispositions needed to work in the contemporary world.

Crosswalk between CORE4 Virtues and Desired Employee Dispositions

CORE4	CORE4 Discrete Character Value	Dispositional Employment Traits ²²
Heart (Justice)	Authentic Collaborative	Trusted, Sincere Tolerant, Communicator
Spirit (Temperance)	Devoted Diligent	Loyal, Dedicated Diligent, Reliable
Mind (Wisdom)	Rational Creative	Critical Thinking, Analytical Entrepreneurial, Open-Minded
Strength (Fortitude)	Productive Resilient	Active, Flexible Durable, Tough

²⁰ Roger, G, Holloway, A., & Priddy, L. (April 2014). *Exploring degree qualifications*, Chicago, IL: Higher Learning Commission.

²¹ Based on the work of Marcus Fabius Quintilianus (c. 35–100 C.E.) – “the perfect orator”

²² <https://www.dol.gov/agencies/odep/publications/fact-sheets/soft-skills-the-competitive-edge>; <https://blog.matric.com/7-employee-strengths-employers-look-for>; <https://www.directrecruiters.com/dri-candidate-advice/what-todays-employers-expect-from-employees/>; <https://www.fieldengineer.com/article/employers-look-for-job-candidates/>; <https://mvnu.edu/blogs/top-10-job-skills-employers-value/>;

As such, the General Education program seeks to integrate dispositional development with skill acquisition, aiming to cultivate mission-driven professionals. This purpose-driven approach emphasizes the importance of not only excelling in one’s chosen field but also serving as a redemptive servant of the public good. Such individuals are stewards of knowledge, equipped to collaborate effectively with others, guided by an ethical framework ²³.

Based on this teleological understanding of human functioning, the following are recognized as outcomes of the General Education program²⁴, which align with the CORE4 Outcomes:

Crosswalk between General Education Outcomes and the CORE4 (ENDS) Outcomes				
Mission	Christ-Centered Education for Character			
Outcomes	Heart	Mind	Soul	Strength
	Virtuous Citizenship	Vibrant Faith	Versatile Skill	Vigorous Lifestyle
CORE4 (Ends) – Institutional Outcomes	We believe that graduates should demonstrate civic and moral leadership, in order “to do good; seek justice, and correct oppression.”	We believe graduates should demonstrate reasoned and productive lifestyles, filled with “wisdom, understanding, knowledge, and all kinds of skills.”	We believe graduates should demonstrate an appreciation for the Lordship of Christ, “not lagging in diligence, fervent in spirit, serving the Lord.”	We believe graduates should demonstrate dispositional strength and behavioral readiness, so that they “never tire of doing what is good”.
CORE4 – General Education Outcomes	The capacity to collaborate with diverse stakeholders in order to do good works and ensure the public good	The skill to obtain, interpret, communicate, and use knowledge, facts, and data to creatively address the complex challenges of life	The convictions needed to inspire faithful devotion, with a focus on effecting redemptive change	The dispositions required for self-leadership and sustained engagement and adaptability

Assessment

Learning outcomes are assessed through a comprehensive set of instruments that evaluate student development across multiple domains. Each tool has been selected for its strong alignment with the College’s CORE4 framework — Heart, Soul, Mind, and Strength — and reflects the institution’s commitment to cultivating graduates prepared to lead lives of virtuous citizenship, vibrant faith, versatile skill, and vigorous lifestyle.

Performance benchmarks are established at both Proficient and Ideal levels to promote continuous improvement, strategic clarity, and mission fulfillment.

CORE4 Focus	Instrument	Proficient Target	Ideal Target	Administrated
Heart	ALSAQ (Authentic Leadership)	3.51–4.00 mean	≥ 4.01 mean	Exit Survey
Heart	M-GUDS (Universality-Diversity)	3.01–3.44 mean	≥ 3.5 mean	Exit Survey
Soul	SWBS - Religious Well-Being (RWB)	3.01–3.74 mean	≥ 3.75 mean	Exit Survey
Soul	SWBS - Existential Well-Being (EWB)	3.01–3.74 mean	≥ 3.75 mean	Exit Survey
Mind	VALUE Rubric (Written Communication & Creativity)	3.00–3.49 mean	≥ 3.5 mean	Writing Intensive (Major)
Mind	CCTST (Critical Thinking Skills)	66-77% Overall Score	≥ 75% Overall Score	Senior Seminar
Strength	Career Readiness Score (Portfolio + Placement)	≥ 80% combined	≥ 92% combined	Senior Seminar
Strength	RS14™ (Resilience Scale)	4.5–5.49 mean	≥ 5.5 mean	Exit Survey

²³ <https://csl.iupui.edu/teaching-research/tools-instruments/professional/index.html>

²⁴ These outcomes are an amalgamation of AAC&U, NACE, and IUPUI

Each assessment instrument was selected for its ability to measure critical dimensions of graduate formation, supported by strong research evidence for validity and reliability. Every instrument prioritizes a primary CORE4 dimension, while also informing and enriching supporting CORE4 areas.

General Education Coursework

The following tables provide the generic outline of the General Education (GE) Core, as associated with the designate *degree type* and *school*. Although some requirements provide the potential for choice, students may be limited by courses are offered during any given semester, mode of enrollment (*school*), and prerequisites for certain courses.

A course may only count towards one GE requirement. In alignment with the *Double-Dipping* policy, some courses in the GE Core, may also be counted as part of a major or minor. Transfer students with a “block transferrable” associate degree, as articulated under Category Three in the Transfer Credit Policies section of this Catalog, will be considered as having completed all GE requirements *except* for the orientation, Bible, and Capstone courses.

At the Associate and Bachelor level, the College offers an Associate of Arts, Associate of Science, Associate of General Studies, a Bachelor of Arts, and a Bachelor of Science.

Subject/Focus	CR	Course Options
First Year Seminar	1	GS-SM 104 First Year Seminar or GS-SM 105 Essentials for College Success ²⁵
English	6	EN-CP 103 English Composition I & EN-CP 104 English Composition II ²⁶
Communication	3	CO-CO 211 Principles of Speech; CO-CO 320 Cross Cultural Communications; CO-CO 221 Introduction to Mass Media; CO-CO-312 Interpersonal Communications; or BS-MG 311 Advanced Professional Communication
Science	3	NS-BI 245 Basic Nutrition; NS-PS 104 Earth Science; NS-BI 101 General Biology; or NS-CH 102 General Chemistry
Math	3	NS-MA 104 or higher
History	3	Any HU-HI or SS-PO course
Behavioral Science	3	Any SS-PY, SS-SO, or BS-EC 210/260/261
Wellness	3	SP-SH 100 Fitness & Wellness; SP-SH 101 Wellness for Life; SP-SH 210 Personal & Community Health ²⁷
Fine Arts	3	An MU, EN-LT, or HU course (other than HU-HI)
Philosophy	3	MT-PH 261 Introduction to Philosophy; MT-PH 262 Foundations of Philosophical Thought; MT-WV 201 Contemporary Culture & Worldview
Bible	6	MT-BI 100 Introduction to Biblical Literature & Any other MT-BI course ²⁸
Portfolio	2	GS-SM 399 Professional Portfolio & GS-SM 499 Senior Portfolio
Capstone & Writing Intensive	0	Capstone & Writing Intensive [WI] (bachelor degrees only) ²⁹
Total	39	

²⁵ Required for all students, including transfers (except those who have previously completed a CCK orientation course)

²⁶ Accuplacer English <237 EN-CP 090 English Essentials as prerequisite to EN-CP 103

²⁷ Any remaining credits can be completed through SP-AC or SP-VS

²⁸ Transferrable only if completed at an institution with an equivalent worldview

²⁹ Capstone and Writing Intensive may be met through the same course.

SCHOOL OF LIBERAL ARTS & SCIENCES

ASSOCIATE DEGREES

Associate of Arts and Associate of General Studies General Studies

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

General Education (37 Credits)		
GS-SM 104	First Year Seminar	1 _____
EN-CP 103	English Composition I	3 _____
EN-CP 104	English Composition II	3 _____
_____	Communication Course	3 _____
_____	Science Course	3 _____
_____	Math Course (NS-MA 104 or higher)	3 _____
_____	History Course	3 _____
_____	Social Science Course	3 _____
_____	Fine Arts Course	3 _____
_____	Wellness Course	3 _____
_____	Philosophy Course	3 _____
MT-BI 100	Introduction to Biblical Literature	3 _____
_____	Old or New Testament Course	3 _____
Elective Credits (23 Credits)		

General Education (34 Credits)		
GS-SM 104	First Year Seminar	1 _____
EN-CP 103	English Composition I	3 _____
EN-CP 104	English Composition II	3 _____
_____	Communication Course	3 _____
_____	Math Course (NS-MA 104 or higher) or Science Course	3 _____
_____	History Course	3 _____
_____	Social Science Course	3 _____
_____	Fine Arts Course	3 _____
_____	Wellness Course	3 _____
_____	Philosophy Course	3 _____
MT-BI 100	Introduction to Biblical Literature	3 _____
_____	Old or New Testament Course	3 _____
Elective Credits (26 Credits)		

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE (RESIDENTIAL)

Associate of Arts in Criminal Justice

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

General Education (37 Credits)		
GS-SM 104	First Year Seminar	1 _____
EN-CP 103	English Composition I	3 _____
EN-CP 104	English Composition II	3 _____
_____	Communication Course	3 _____
_____	Science Course	3 _____
_____	Math Course (NS-MA 104 or higher)	3 _____
_____	History Course	3 _____
_____	Social Science Course	3 _____
_____	Fine Arts Course	3 _____
_____	Wellness Course	3 _____
_____	Philosophy Course	3 _____
MT-BI 100	Introduction to Biblical Literature	3 _____
_____	Old or New Testament Course	3 _____

Criminal Justice Core (18 Credits)		
SS-CJ 110	Introduction to Criminal Justice	3 _____
SS-CJ 212	Introduction to Corrections	3 _____
SS-CJ 214	Introduction to Law Enforcement	3 _____
SS-CJ 215	Introduction to Courts	3 _____
SS-CJ 343	Criminology	3 _____
SS-PY 320	Social Psychology	3 _____
Elective Courses (5 Credits)		

ASSOCIATE OF SCIENCE IN HEALTH SCIENCE (RESIDENTIAL)

Purpose

The Associate of Science in Health Science is designed for students wanting to advance their career in health professions. The concentration in Health Science will provide the groundwork for either a Bachelor's degree in the sciences or a career positions in medical or dental clinics, hospitals, gerontology agencies, or other medical assistance opportunities. The curriculum, designed by professionals in the field, provides students with an introductory perspective of lab work (anatomy and physiology, chemistry, and biology) and a well-rounded liberal studies education. Furthermore, the unique worldview of the institution affords the student to advance their understanding of the ethical and moral approaches to healthcare.

Program

The program is hybrid in nature. Many of the courses are taken in person. Some of the courses are 100% online with access 24 hours a day, seven days a week. Each course has been developed by and is facilitated by a professional in the field of healthcare. The courses are delivered in a six-week modular sequence, so a student never has to take more than one course at a time.

Program Objectives

Knowledge

1. To demonstrate and apply knowledge of terms and concepts employed in the natural sciences
2. To apply scientific method by being able to design, carry out, and write up scientific investigations
3. To be able to think critically and evaluate scientific ideas and investigations

Skills

1. To demonstrate laboratory skills and safety – safety tests, MSDS knowledge
2. To demonstrate use of and apply mathematical concepts
3. To demonstrate the ability to evaluate scientific ideas and studies

Attitudes Specific to Major

1. To articulate ethical positions on controversial scientific issues and apply them to a Biblical worldview
2. To demonstrate integrity and responsibility
3. To demonstrate an understanding of the Biblical admonition to subdue the earth and rule over its creatures (be stewards of the creation) (Gen. 1:28)

ASSOCIATE OF SCIENCE IN HEALTH SCIENCE (RESIDENTIAL)

Associate of Science in Health Science

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

General Education (37 Credits)

GS-SM 104	First Year Seminar	1	_____
EN-CP 103	English Composition I	3	_____
EN-CP 104	English Composition II	3	_____
_____	Communication Course	3	_____
_____	Science Course	3	_____
_____	Math Course (NS-MA 104 or higher)	3	_____
_____	History Course	3	_____
_____	Social Science Course	3	_____
_____	Fine Arts Course	3	_____
_____	Wellness Course	3	_____
_____	Philosophy Course	3	_____
MT-BI 100	Introduction to Biblical Literature	3	_____
_____	Old or New Testament Course	3	_____

Health Science Core (22 Credits)

BS-MG 363	Professional Ethics	3	_____
BS-MG 209	Statistics	3	_____
NS-BI 120	Fundamentals of Biological Science	3	_____
NS-BI 304	Microbiology	4	_____
NS-BI 204	Anatomy and Physiology I w/Lab	3	_____
NS-BI 205	Anatomy and Physiology II w/Lab	3	_____
SS-PY 201	Developmental Psychology	3	_____

Elective Courses (1 Credit)

BUSINESS

The business world needs strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles. The Business Department philosophy is to integrate and articulate Christian values into the department's courses while developing strong business acumen and understanding among students.

Students completing a business degree are prepared to carry out their own business affairs effectively. The faculty members are dedicated to assisting students to gain an understanding of the business world and an appreciation of the free enterprise economic structure.

Department Outcomes

Mind (intellectual)

- M1. Evaluate knowledge in business, management, and accounting principles while developing unique and creative solutions to business related challenges and operations.
- M2. Develop critical thinking and problem-solving skills while conducting appropriate research.
- M3. Summarize the contributions of business and economics historically and within contemporary culture.

Heart (social)

- H1. Collaborate with those from diverse cultures and differing worldviews as an effective member of a team.
- H2. Structure business practices to ascertain industry opportunities while exercising social responsibility at the local, national and global level.
- H3. Justify the responsibility that a business has to all stakeholders and engage society as ethical and productive citizens.

Soul (spiritual)

- S1. Integrate ethical reasoning and worldview to decision making and business practices.

- S2. Evaluate business related theories in practices from an evangelical Christian perspective.
- S3. Articulate and defend the role of Christian character in personal and professional dealings.

Strength (physical)

- B1. Express thoughts, ideas, and findings effectively, utilizing multiple mediums of communication.
- B2. Facilitate the effective use of organizational resources, i.e. human, physical, and financial, while practicing appropriate Biblical stewardship.
- B3. Practice appropriate professional appearance and behavior as a professional identity is developed.

Off-Campus Programs

The Central Christian College business student has multiple ways to enrich their educational experience through off-campus opportunities. The department regularly offers national and international travel opportunities studying various topics including economics, finance, culture, trade, and monetary systems. Arrangements can also be made to study with the *Council for Christian Colleges and Universities* (CCCU) in their Best Semester program. CCKC is also partnering with *Students International* where students have the opportunity to spend a semester in another country studying local culture, finance, economics, language, investment, entrepreneurship, etc.

FBLA-PBL

Anyone interested in business is encouraged to join FBLA-PBL. Monthly meetings include special speakers and tours. Student leaders develop annual projects conducted by the organization. In the spring, members have an opportunity to demonstrate their business skills at the Kansas PBL State Leadership Conference (SLC). Central students typically win 35-40 awards at this conference. Central Christian College of Kansas state winners participate and place regularly at the PBL National Leadership Conference (NLC) held at various sites across the nation.

Management: Data Science

Bachelor of Science (120 Credits)

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

General Education (39 Credits)

GS-SM 104	First Year Seminar	1	_____
EN-CP 103	English Composition I	3	_____
EN-CP 104	English Composition II	3	_____
_____	Communication Course	3	_____
_____	Science Course	3	_____
_____	Math Course (NS-MA 104 or higher)	3	_____
_____	History Course	3	_____
_____	Social Science Course	3	_____
_____	Fine Arts Course	3	_____
_____	Wellness Course	3	_____
_____	Philosophy Course	3	_____
MT-BI 100	Introduction to Biblical Literature	3	_____
_____	Old or New Testament Course	3	_____
GS-SM 399	Professional Portfolio	1	_____
GS-SM 499	Senior Portfolio	1	_____

Business Core (36 Credits)

BS-AC 220	Financial Accounting	3	_____
BS-AC 221	Managerial Accounting	3	_____
BS-CP 235	Computer Application in Business	3	_____
BS-EC 260	Microeconomics	3	_____
BS-EC 261	Macroeconomics	3	_____
BS-MG 311	Advanced Professional Communication	3	_____
BS-MG 351	Principles of Management	3	_____
BS-MG 352	Principles of Marketing	3	_____
BS-MG 353	Principles of Finance	3	_____
BS-MG 357	Business Law	3	_____
BS-MG 363	Professional Ethics	3	_____
BS-MG 451	Strategic Management [Capstone][WI]	3	_____

Management Core (9 Credits)

SS-PY 310	Research Methods/Applied Statistics	3	_____
BS-MG 355	Organizational Behavior	3	_____
BS-MG 356	Human Resource Management	3	_____

Data Science (21 Credits)

DAM I	Foundations of Data Analytics I	3	_____
DAM II	Foundations of Data Analytics II	3	_____
DSM I	Data Science I	3	_____
DSM II	Data Science II	3	_____
DSM III	AI and Machine Learning	3	_____
DSM IV	Practicum	3	_____
DSM V	Career Navigation and Exploration in Data Science	3	_____

Elective Programming

COMPS II	Programming for Everyone I	3	_____
COMP III	Programming for Everyone II	3	_____
COMPS IV	Algorithms	3	_____
COMPS V	Data Structure	3	_____

Elective Pool

- BS-AC 322 Cost Accounting (3)
- BS-AC 323 Computerized Accounting (3)
- BS-MG 305 Personal Insurance (3)
- BS-MG 342 Investments (3)
- BS-MG 362 Promotional Strategies (3)
- BS-MG 365 Sales & Sales Force Management (3)
- BS-MG 371 Introduction to Entrepreneurship (3)
- BS-EC 365 Personal Financial Management (3)
- BS-CP 355 Advanced Computer Applications in Business (3)
- BS-AP 495 Internship (Business) (2-5)

Elective Courses (15 Credits)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMUNICATION

Communication is an essential part of our daily lives: TV, internet, road signs, magazines, radio, telephones, books, discussions. Each and every one represents just some of the many ways we are involved with communication. Since communication is such an essential part of who we are, it is vital that those fields related to communication have well-trained individuals who can keep the communication going.

ABC broadcaster Rowan Forster says, "The church is very good at training, equipping and sending out pulpit ministers and overseas missionaries. But perhaps it would also be good to be putting more emphasis on training, equipping and sending out Christian journalists, artists, playwrights, movie producers, TV anchors and so on in every walk of life where influence is wielded in the wider marketplace."

Communication majors at Central Christian College of Kansas are dedicated to training, equipping, and sending out students who can impact the world. Courses are designed to aid students in the careers of their choice through proficiency in the use of language as a vocational and ministry tool.

Since Central Christian College of Kansas is committed to personalized education, students can be assured that they

will have the opportunity not only to learn from their courses but will have the chance to interact in dynamic learning environments.

Mission

The Communicative Arts Department mission is to develop students with active and creative minds (Mind), a sense of understanding and compassion for others (Hearts), self-confidence and interpersonal skills (Strength), and the courage and spiritual maturity to act on their beliefs (Soul).

Program Outcomes

- **Mind:** The student can critique and express the role and practices of the Communicative Arts in an interconnected world.
- **Heart:** The student integrates language and images in shaping thinking and behavior with those from diverse cultural backgrounds and worldviews.
- **Strength:** The student can produce industry-quality content in various forms.
- **Soul:** The student can evaluate the ethical standards and practices of Communicative Art professionals in relationship to personal faith and public policy.

CRIMINAL JUSTICE

About the Program

The purpose of the Criminal Justice program is to prepare students for possible careers in criminal justice and prepare them to be agents of justice in a global community.

The Criminal Justice program at Central Christian College of Kansas embraces our redemptive role in society and the call of God to provide communal justice. This requires that the student not only understand the professional skills related to criminal justice but also the personal perspectives and dispositions needed to become effective agents of justice in a global community.

Students in the Criminal Justice program will have the advantage of interacting with professionals in the field of criminal justice. Courses are taught by experienced officers in the legal systems which provides excellent teaching on each subject and immediate points of application to real world issues faced by those in the world of Criminal Justice.

For the residential student, this program includes both on-campus and online courses, allowing the student to

interact with a variety of other criminal justice students who are actively engage in the profession.

Program Objectives

- **Mind:** The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- **Heart:** The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- **Soul:** The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- **Strength:** The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.

EDUCATION (TEACHER EDUCATION)

OVERVIEW

As a Christian college, we train educators to take their place in the classrooms of the world in the Christian, private, and public school sectors. Our focus is to train responsive practitioners who influence the whole child - cognitively, emotionally, socially, physically, and spiritually. We believe that each child is created in the image of God, who wants each one to reach his/her full potential.

MISSION

To develop character informed; mission-minded professionals equipped to serve with competence, compassion, and a commitment to the public good.

ACCREDITATION

The Kansas State Board of Education accredits Central's Department of Teacher Education.

Accreditation should not be confused with licensure. Students successfully completing the education program at Central Christian College of Kansas will have met the requirements to sit for competency exams. This step is required before a student can be officially recognized as a qualified teacher.

Since the Kansas State Board of Education accredits the education program at Central Christian College of Kansas, additional conditions may be required for licensure in other states.

TEACHER CANDIDATE OUTCOMES

- Heart (KSDE Standard 4 & 5)
 - Teacher candidates model integrity and moral leadership by acting with authenticity in decision-making, maintaining ethical standards, and upholding the responsibilities of the teaching profession with consistency and care.
 - Teacher candidates engage in purposeful collaboration with colleagues, families, and communities, building partnerships that reflect humility, inclusivity, shared responsibility, and a collective commitment to student success.
- Mind (KSDE Standards 6 & 3)
 - Teacher candidates apply analytical reasoning by using assessment data, incorporation of master teacher feedback, and observational tools to evaluate and improve instructional effectiveness and student learning.
 - Teacher candidates design innovative instruction that creatively engages diverse learners, drawing on content knowledge, adaptability, and imaginative approaches to meet varied educational needs.
- Soul (Standards 2 & 4)
 - Teacher candidates reflect a mission-minded perspective by celebrating the Imago Dei in every

student, fostering access, inclusion, and personal growth for all learners in order to support each student's full God-given potential.

- Teacher candidates pursue continuous growth through reflective practice, professional development, and a disciplined commitment to refining their craft with intentionality, and maintaining a reflective stance that prioritizes student flourishing.
- Strength (KSDE Standards 1 & 3)
 - Teacher candidates cultivate constructive energy in the classroom by setting high expectations, managing responsibilities with care, and promoting environments where students can grow intellectually, emotionally, and socially.
 - Teacher candidates embody perseverance and adaptability by fostering learning environments that are stable, flexible, and supportive, modeling perseverance and adaptability in the face of classroom challenges.

Program Entry

The Teacher Education Program at Central Christian College of Kansas guides candidates through a structured four-level progression toward licensure and professional readiness. This developmental process supports academic competence, spiritual maturity, ethical character, and instructional effectiveness, reflecting both the CORE4 virtues and KSDE standards.

Four Levels of Progression:

- Level I: Pre-Candidacy (Freshman)
- Level II: Professional Core (Sophomore–Junior)
- Level III: Student Teaching Experience (Senior)
- Level IV: Program Completion & Teacher Licensure (Senior/Post-STE)

The four-level process below directs candidates toward the successful completion of the program and qualification for teacher licensure application.

Aspiring educators are called to develop a broad academic foundation and a reflective understanding of their calling. Through early coursework, service experiences, and personal reflection, pre-candidates begin discerning whether they are equipped—academically, spiritually, and relationally—for a life of servant-leadership through teaching.

Admission requirements are outlined in the Teacher Education Handbook, available through the Department of Teacher Education.

DEGREE REQUIREMENTS

All prospective education students must meet the requirements for entrance into the Teacher Preparation Program.

State Licensure

Once you have completed and passed Student Teaching, Praxis and your Portfolio you can apply for licensure with the Kansas State Department of Education. After you receive your license you can apply for licensure in another state. Each state requirement is unique so you will need to access the Department of Education in the state you desire to teach in. While some classes and programs may allow a student to seek licensure or certification, beyond the scope of the College, the College makes no assertions or guarantees that its courses, programs, or curriculum meet the educational prerequisites for professional licensure or certification.

Bachelor of Arts in Education [Elementary, Physical Education, and Secondary]: This program is designed to meet the requirements of the Kansas State Department of Education, allowing students to seek licensure through the State of Kansas. Graduation from the program does not guarantee licensure. Additional conditions may be required for licensure in other states.

For academic programs that may reasonably be assumed to lead to professional licensure, these disclosures indicate, as of July 2020, the states where the institution has determined through reasonable, good faith effort that such programs:

- Do meet the applicable professional licensure education requirements;
- Do not meet the applicable professional licensure education requirements; or
- Have not been able to be identified as meeting the applicable professional licensure education requirements.

Each state has its own licensure requirements, *so it is best to contact the relevant state department of education prior to beginning your program*. Each state's appropriate office has been linked in the chart below.

Teacher License Reciprocity – State Profiles: The following link provides information for candidates who hold out-of-state license to earn a license in a receiving state and meet needed state requirements: [Education Commission of the States](#)

Kansas Teachers Reciprocity Agreements: Kansas's ability for out-of-state teachers to earn a Kansas teaching certification. To see a full list of NASDTEC Interstate Agreement state members, visit the following link: [Kansas Teacher Reciprocity](#)

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement facilitates the mobility of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. For more information on the NASDTEC Interstate Agreement, visit the NASDTEC website. <https://www.nasdtec.net/>. A full list of participating states is located at: <https://www.nasdtec.net/page/Regions>.

LIBERAL STUDIES

Not to be mistaken for a political perspective, the Liberal Studies major represents the truest elements of a multidisciplinary approach to completing one's education. This major gives the opportunity to strategically design course load based on personal and educational goals.

Each department of the College has designed a unique Concentration pulling the essential elements of each area of study. This allows the Liberal Studies student to focus on those key aspects most representative of the course of study chosen, while at the same time providing flexibility in how those areas of study are integrated into the overall learning experience.

How It Works

1. In addition to the General Education Core, the student will need to select two Tracks.
2. Six additional credits from a minimum of two different disciplines outside of the disciplines represented by the Concentration will need to be chosen.
 - SP-AC, SP-VS, MU-EN, MU-AP, and MU-MP courses do not apply.
3. Choose a Capstone course associated with one of the two Concentrations. Keep in mind, if a Concentration requires the Capstone as part of the curriculum core, the student will be required to complete the Capstone. In certain cases this may mean the completion of two Capstone experiences.
4. In cases where two tracks have overlapping courses, the student is required to work with his or her advisor to choose appropriate electives so that each track has twenty (20) discrete credit hours.

Tracks

- Art
- Business: The student may only choose one of the following tracks: Accounting, Entrepreneurship, Management, Organizational Behavior, or Risk Management/Insurance. The second track must be from a different subject area.
- Coaching
- Communication
- Criminal Justice
- Exercise Science
- Fitness & Recreational Leadership
- Mathematics
- Ministry & Theology: The student may only choose one of the following tracks: Biblical Literature, Ministry, Missions, Student Ministries – Children, Student Ministries – Youth, or Worship Arts. The second track must be from a different subject area.
- Music
- Paraprofessional
- Pre-Law³³
- Psychology
- Science & Mathematics: The student may only choose one of the following tracks: Environmental Science, Forensic Science, or Health Careers. The second track must be from a different subject area.
- Sport Management
- Theatre

³³ Due to the complexity of Pre-Law requirements, the curriculum for pre-Law students is prescribed elsewhere in this Catalog under its own heading. Please refer to this later section if choosing Pre-Law as a course of study.

Liberal Studies Curriculum

ART

Choose twenty (20) credits from any HU-AR courses, 10 of which must be upper division courses.

Business

Accounting

BS-AC 220	Financial Accounting	3
BS-AC 221	Managerial Accounting	3
BS-AC 322	Cost Accounting	3
BS-EC 210	Survey of Economics	3
BS-MG 311	Advanced Professional Com [WI]	3
BS-MG 353	Principles of Finance	3
BS-AC 323	Computerized Accounting	3

Risk Management

BS-AC 120	Basic Accounting	3
BS-EC 210	Survey of Economics	3
BS-RM 205	Prin. Of Insurance & Risk Management ..	3
BS-RM 305	Personal Insurance	3
BS-RM 306	Commercial Insurance & Risk Mgt.	3
BS-MG 351	Principles of Management	3
BS-MG 353	Principles of Finance	3

Management

BS-AC 120	Basic Accounting	3
BS-EC 210	Survey of Economics	3
BS-MG 311	Advanced Professional Com [WI]	3
BS-MG 351	Principles of Management	3
BS-MG 355	Organizational Behavior	3
BS-MG 356	Human Resource Management	3
BS-MG 357	Business Law	3

Marketing

BS-AC 120	Basic Accounting	3
BS-EC 210	Survey of Economics	3
BS-CP 235	Computer Applications in Business	3
BS-MG 351	Principles of Management	3
BS-MG 352	Principles of Marketing	3
BS-MG 362	Promotional Strategies.....	3
BS-MG 365	Sales/Sales Force Management	3

Entrepreneurship

BS-AC 120	Basic Accounting	3
BS-CP 235	Computer Applications in Business	3
BS-MG 352	Principles of Marketing	3
BS-MG 356	Human Resource Management	3
BS-MG 365	Sales and Sales Force Management	3
BS-MG 357	Business Law	3
BS-MG 371	Introduction to Entrepreneurship.....	3

Organizational Leadership

BS-EC 210	Survey of Economics (or Micro and Macro courses)	3
BS-MG 351	Principles of Management	3
BS-MG 355	Organizational Behavior	3

BS-MG 356	Human Resource Management.....	3
BS-MG 363	Professional Ethics.....	3
SS-PY 211	Leadership Development	2
SS-PY 220	Stress Management.....	3
SS-PY 320	Social Psychology.....	3

Coaching

SP-SH 201	First Aid.....	0
SP-SH 202	Introduction to P.E., Sport, & Fitness	3
SP-SH 204	Theory of Coaching.....	3
SS-PY 400	Sports & Exercise Psychology	2
SP-SH 426	Motor Learning.....	3

Choose at least one:

SP-SH 308	Exercise Physiology.....	3
SP-SH 310	Kinesiology.....	3

Choose two from the following:

SP-SH 305	Theory of Coaching Basketball	2
SP-SH 306	Theory of Coaching Tennis	2
SP-SH 313	Theory of Coaching Baseball	2
SP-SH 318	Theory of Coaching Soccer	2

Electives:

SP-SH 203	Care & Treatment of Athletic Injuries	2
SP-SH 208	Introduction to Team Sports	3
SP-SH 270	Officiating	2
SP-SH 307	Individual & Dual Sports Analysis	2
SP-SH 312	Adaptive Physical Education.....	2

Communication

CO-CO 221	Intro to Mass Media	3
CO-CO 312	Interpersonal Communications	3
CO-CO 323	Media Production I.....	3
CO-CO 340	Public Relations	3
CO-AP 395	Practicum [Communications]	2-4
CO-CO 412	Persuasion/Argumentation [WI]	3
	Communication Electives	1-3

Criminal Justice

SS-CJ 110	Introduction to Criminal Justice	3
SS-CJ 214	Introduction to Law Enforcement	3
SS-CJ 340	Criminal Law	3
SS-CJ 341	Criminal Investigation.....	3
SS-CJ 343	Criminology	3

Electives

BS-MG 363	Professional Ethics.....	3
BS-MG 357	Business Law.....	3

Any SS-PY, SS-SO, SS-PO, HU-Hi, or SS-CJ Approved Course

Paraprofessional

Paraprofessional

ED-CC 100	Introduction to Education	2
ED-CC 110	Early Field Experience.....	1
ED-CC 120	Culturally Diverse Field Experience	1
ED-CC 281	Principles of Teaching and Learning	3
ED-CC 300	Exceptional & Diverse Learners.....	3
ED-CC 315	Classroom Management	2
ED-AP 393	Internship [Paraprofessional]	2-4

Additional non-clinical ED coursework to fulfill 18 hours

Exercise Science

NS-BI 101	General Biology w/ Lab	4
NS-BI 204	Human Anatomy & Physiology I w/Lab...	3
NS-BI 205	Human Anatomy & Physiology II w/Lab..	3
SP-SH 308	Exercise Physiology	3
SP-SH 310	Kinesiology	3

Electives:

SP-SH 201	First Aid	0
SP-SH 202	Introduction to P.E., Sport, & Fitness.....	3
SP-SH 203	Care and Treatment of Athletic Injuries..	2
SP-SH 312	Adaptive Physical Education	2
SP-SH 320	Measurement & Evaluation in Health & Physical Education.....	3
NS-BI 245	Basic Nutrition w/Lab.....	3
SP-SH 415	Exercise Testing, Evaluation & Prescription	3
SP-SH 420	Exercise Leadership	3
SP-SM 425	Administration in Sport & Fitness	3
SS-PY 400	Sport & Exercise Psychology	2

Fitness and Recreational Leadership

NS-BI 101	General Biology w/ Lab	4
SP-SH 308	Exercise Physiology	3
SP-SH 312	Adaptive Physical Education	2
NS-BI 245	Basic Nutrition w/Lab.....	3
SP-SM 330	Event Planning & Management	3
SP-SH 410	Recreational Facilities	3
SP-SM 425	Administration in Sport & Fitness	3
Electives		
SP-SH 202	Introduction to P.E., Sport, & Fitness.....	3
SP-SH 208	Introduction to Team Sports	3
SP-SH 250	Leisure & Sport Programming.....	3
BS-SM 357	Business Law	3
BS-MG 352	Principles of Marketing	3
SP-SH 309	Outdoor Recreation	3
SS-PY 400	Sport & Exercise Psychology	2
SP-SH 410	Recreational Facilities	3

Mathematics

NS-MA 111	Calculus I	4
NS-MA 211	Calculus II	4
NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar (Natural Science) [WI]....	1
NS-AP 493	Research Project [Natural Science]	2

Electives:

Choose any NS-MA Course		
NS-AP 495	Internship [Natural Science].....	4

Ministry and Theology

Biblical Literature

HU-FL 201	Biblical Greek I.....	3
HU-FL 202	Biblical Greek II.....	3
MT-BI 301	Hermeneutics: IBS.....	3
MT-BI 302	Biblical Interpretation: from Hermeneutics to Homiletics.....	3

MT-TH 240	Introduction to Theology.....	3
Upper division Ministry/Theology Electives.....		5

Ministry

MT-BI 301	Hermeneutics: IBS	3
MT-BI 302	Biblical Interpretation: from Hermeneutics to Homiletics	3
MT-MN 341	Pastoral Care	3
MT-MN 350	Small Group Leadership.....	3
MT-TH 240	Introduction to Theology.....	3
MT-TH 420	Theology of Worship	3
MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action Reflection Seminars.....	2

Missions

MT-BI 301	Hermeneutics: IBS	3
MT-MN 311	Missions Experience	2
MT-MN 352	Perspectives on the World Christian Movement	3
MT-MN 361	Making of a Missionary	2
MT-TH 463	Holistic Discipleship: From Evangelized to Evangelist.....	3
SS-SO 320	Cross Cultural Communication.....	OR
SS-SO 328	Field Anthropology	4

Electives (choose one of the following):

SS-PY 320	Social Psychology.....	3
SS-SO 202	Principles of Sociology.....	3
MT-WV 251	World Religions	3

Student Ministries (Children)

MT-BI 301	Hermeneutics: IBS	3
MT-MN 226	Children's Ministry I.....	3
MT-MN 336	Children's Ministry II.....	3
MT-MN 350	Small Group Leadership.....	3
MT-TH 463	Holistic Discipleship: From Evangelized to Evangelist.....	3
MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action/Reflection Seminars.....	2

Electives (choose one of the following):

SS-PY 201	Developmental Psychology	3
SS-PY 307	Child and Adolescent Development	3
SS-PY 309	Adolescent Psychology	3

Student Ministries (Youth)

MT-BI 301	Hermeneutics: IBS	3
MT-MN 222	Youth Ministry I	3
MT-MN 322	Youth Ministry II	3
MT-MN 350	Small Group Leadership.....	3
MT-TH 463	Holistic Discipleship: From Evangelized to Evangelist.....	3
MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action/Reflection Seminars.....	2

Electives (choose one of the following):

SS-PY 201	Developmental Psychology	3
SS-PY 307	Child and Adolescent Development	3

SS-PY 309 Adolescent Psychology..... 3

Worship Arts

MT-SM 380 A/B Action/Reflection Seminars..... 2
MT-SM 480 A/B Action/Reflection Seminars..... 2
MT-TH 240 Introduction to Theology 3
MT-TH 420 Theology of Worship 3
MU-MS 179 Introduction to Music Technology 2
Fine Arts Electives 8

Music

MU-AP Applied Music Lessons 4
MU-MS 101 Music Theory I..... 3
MU-MS 102 Aural Skills I 1
MU-MS 103 Music Theory II..... 3
MU-MS 104 Aural Skills II 1
MU-MS 105 Music Appreciation 3
MU-MS 107 Recital Attendance (4 semesters) 0
Upper division Music Electives..... 6

Psychology

SS-PY 110 General Psychology 3
SS-PY 201 Developmental Psychology 3
SS-PY 320 Social Psychology 3
SS-PY 330 Abnormal Psychology..... 3

Electives:

Any SS-PY, SS-CJ 343, or SS-SO 381

Science & Mathematics

Environmental Sciences

NS-BI 100 Environmental Science w/ Lab 4
NS-CH 111 College Chemistry I w/ Lab..... 4
NS-CH 112 College Chemistry II w/ Lab..... 4
NS-BI 304 Microbiology w/ Lab 4
NS-SM 291 Natural Science Seminar 1
NS-SM 491 Senior Seminar (Natural Science) [WI].... 1
NS-BI 305 Ecology and Natural History Course.....OR
Any upper level field ecology course

Choose at least one:

NS-BI 201 Invertebrate Zoology w/ Lab 4
NS-BI 202 Vertebrate Zoology w/ Lab..... 4
NS-BI 203 Plant Biology w/ Lab..... 4

General Education Requirements:

NS-MA 104 College AlgebraOR
NS-MA 111 Calculus I 3-4

Forensic Sciences

NS-BI 304 Microbiology w/ Lab 4
NS-CH 111 College Chemistry I w/ Lab..... 4
NS-CH 311 Organic Chemistry I w/ Lab 4
NS-SM 291 Natural Science Seminar 1
NS-SM 491 Senior Seminar (Natural Science) [WI].... 1
NS-AP 493 Research ProjectOR
NS-AP 495 Internship [Natural Science]..... 2-4

Electives:

NS-BI 101 General Biology w/ Lab..... 4
NS-BI 201 Invertebrate Zoology w/ Lab 4
NS-BI 310 Genetics w/ Lab 4
NS-CH 102 General Chemistry w/ Lab 4
NS-CH 112 College Chemistry II w/ Lab 4
NS-CH 312 Organic Chemistry II w/ Lab 4
NS-PS 104 Earth Science 3
NS-PS 104L Earth Science Lab..... 1
Any Upper Level Field Ecology Course

General Education Requirements:

NS-MA 104 College Algebra..... OR
NS-MA 111 Calculus I.....3-4

Health Careers

NS-BI 204 Human Anatomy & Physiology I w/Lab ... 3
NS-BI 205 Human Anatomy & Physiology II w/Lab.. 3
NS-BI 304 Microbiology w/ Lab..... 4
NS-BI 310 Genetics w/ Lab 4
NS-CH 111 College Chemistry I w/ Lab 4
NS-CH 112 College Chemistry II w/ Lab 4
NS-SM 291 Natural Science Seminar..... 1
NS-SM 491 Senior Seminar (Natural Science) [WI] 1
NS-AP 493 Research Project [Natural Science] OR
NS-AP 495 Internship [Natural Science] 2-4
NS-MA 104 College Algebra..... OR
NS-MA 111 Calculus I.....3-4

Recommended as an elective for pre-nursing:

NS-BI 245 Basic Nutrition 3

Recommended as an elective for pre-physical therapy:

NS-PH 205 General Physics I w/Lab..... 4
NS-PH 206 General Physics II w/Lab..... 4

Sport Management

BS-AC 120 Basic Accounting..... 3
SP-SM 200 Introduction to Sport Management 3
BS-MG 357 Business Law..... 3
SP-SH 410 Recreational Facilities..... 3
SP-SM 425 Administration in Sport & Fitness..... 3

Recommended Electives:

BS-MG 351 Principles of Management 3
BS-MG 363 Professional Ethics..... 3
SP-SM 406 Issues & Trends in Sports..... 3
SP-SM 497 Special Topics in Sport Management 3

Theatre

HU-TH 105 Theatre Production: Blocking & Choreo.. 2
HU-TH 107 Acting I..... 3
HU-TH 112 Introduction to Theatre..... 3
HU-TH 210 Stagecraft I..... 2
Upper division Theatre/Communication Electives

MINISTRY AND THEOLOGY

"I look upon all the world as my parish; thus far I mean, that, in whatever part of it I am, I judge it meet, right, and my bounden duty to declare unto all that are willing to hear, the glad tidings of salvation. This is the work which I know God has called me to; and sure I am that His blessing attends it." -John Wesley

Whether it means pursuing a career in full-time ministry or simply being equipped to live faithfully every day, following Jesus is the key to a life of purpose in a world full of ambiguity and trivia. The Ministry & Theology Department has designed its curriculum to meet these challenges. To that end, the Ministry & Theology Department seeks to prepare: Biblically grounded, Theologically sound, Spiritually formed, and Professionally competent graduates for Kingdom service.

Because we view education as a journey that we are on together, we place the utmost importance on giving students the opportunities to ask the hard questions and learn how to find answers. Our average class size is small (10 to 15 students) and our faculty is dedicated, both in and outside the classroom, to walking with each student on this journey.

Department Outcomes

- The student can interpret the Bible using appropriate hermeneutical tools and can apply biblical content appropriately and contextually to contemporary issues.
- The student can analyze contemporary issues in light of theological tradition and apply solid Christian answers to those issues using recognized orthodox theology.
- The student can evaluate personal maturity, apply appropriate strategies for continued personal development, and integrate spiritual practices into a life of ministry.
- The student can critique and integrate appropriate theories of communication, administration and leadership in order to effectively lead a ministry.

Denominational Affiliation

Central Christian College of Kansas is associated with the Free Methodist Church of North America and is therefore influenced by Wesleyan heritage and practice. Central Christian College of Kansas welcomes ministry students from all denominational and non-denominational backgrounds. No requirement is placed on students in regards to their Christian background for the Ministry and Theology Department. The department has a strong relationship with many local churches of different denominations providing ministry opportunities both on and off campus.

Applied Ministry	Ministry Leadership	Pastoral Ministry	Student Ministry	Worship Arts
The applied ministry major is designed for those planning on engaging in church planting or bi-vocational ministry, or for those who are planning to enter para-church ministries. The program equips students with a strong foundation in theology, ministry skills, and biblical studies. Beyond that, students are encouraged to choose electives which will address their specific calling and meet their personal ministry-related goals.	The Ministry Leadership Degree prepares men and women for Christian ministry through the completion of a bachelor's degree in ministry.	The Pastoral Ministry major has been crafted to provide the knowledge and skills necessary to lead in a church ministry setting. Along with a firm biblical and theological base, emphasis is placed on practical skills for ministry. There is training in biblical exegesis, preaching, leadership, and pastoral care. In addition, a student will enjoy on-the-job training through a four-semester, supervised internship in a local ministry.	Students seeking to develop the necessary skills to become effective ministers to youth and/or children, will find the comprehensive and practical depth of the Student Ministry major outstanding. Attention is given to providing students with an understanding of the development of the child/adolescent, as well as biblical, theological and theoretical foundation needed to develop and maintain an effective ministry to students.	The objective of the Worship Arts major is to prepare students to be dynamic leaders of worship as a vocational ministry. Students gain a solid foundation in biblical theology as well as experience with all aspects of worship -- technology, planning, and leadership. Besides the core worship arts courses, students declare an area of emphasis in music, drama, or art. An internship gives ample opportunity for putting classroom skills to practical use.

NATURAL SCIENCE

Science is a Christian endeavor. One may be surprised to discover that throughout nearly any scientific textbook (physics, biology, chemistry, genetics, astronomy, thermodynamics, etc.) Christian-influenced mathematicians and scientists contributed much of the foundational research related to those disciplines. In an article entitled, "Christianity and the Birth of Science," Michael Bumbulis related that the following scientists were heavily influenced by Christian thought and culture:

- Louis Aggasiz (founder of glacial science)
- Francis Bacon (father of the scientific method)
- Sir Charles Bell (mapping of the brain and nervous center)
- Robert Boyle (father of modern chemistry)
- Georges Cuvier (founder of comparative anatomy)
- John Dalton (father of modern atomic theory)
- Jean Henri Fabre (modern entomology)
- John Ambrose Fleming (modern electronics/inventor of the diode)
- James Joule (discoverer of the first law of thermodynamics)
- William Thomson Kelvin (clearly stated the second law of thermodynamics)
- Johannes Kepler (discoverer of the laws of planetary movement)
- Carolus Linneaus (father of modern taxonomy)
- James Clerk Maxwell (formulated electromagnetic theory of light)
- Gregor Mendel (father of genetics)
- Isaac Newton (discoverer of the universal laws of gravitation)
- Blaise Pascal (probability studies and hydro statistics)
- Louis Pasteur (germ theory)

If a Christian culture produced these individuals, what might a Christian culture like Central Christian College of Kansas do for a student?

Natural Science, the study of nature employing the scientific method, is a process beneficial to humanity and glorifying to God. A proper understanding of the way science functions is necessary for many professional and research fields, and intelligent living in the modern world. At Central, we teach students how to use science to gain knowledge.

Philosophically, we understand that science is a method for gathering facts. The interpretation of those facts is influenced by the worldview of the scientist. We teach natural science from a Biblical worldview but do not avoid other worldviews (i.e. naturalism, molecules to man). Rather, these interpretations are explored in depth, flaws and all. Because of this, our students are uniquely equipped to think critically and let scientific data speak for itself. It is our goal to produce academically sound Christian leaders who have first, a proper perspective on God and His Word and second, a proper perspective on the natural world and its scientific study.

Department Outcomes

Knowledge

1. to demonstrate and apply knowledge of terms and concepts employed in the natural sciences
2. to apply scientific method by being able to design, carry out, and write up scientific investigations
3. to be able to think critically and evaluate scientific ideas and investigations

Skills - skills to succeed (technical and theoretical - i.e. able to apply scientific method)

1. to demonstrate laboratory skills and safety - safety tests, MSDS knowledge
2. to demonstrate use of and apply mathematical concepts
3. to demonstrate the ability to evaluate scientific ideas and studies

Attitudes specific to major

1. to articulate ethical positions on controversial scientific issues and apply them to a Biblical world view
2. to demonstrate integrity and responsibility
3. to demonstrate an understanding of the Biblical admonition to subdue the earth and rule over its creatures (i.e. to be stewards of the creation) (Gen. 1:28)

SPORT SCIENCE & HEALTH

THE CENTRAL DISTINCTIVE

The Sport Science & Health department seeks to provide a broad program for all students. The mission of the Sport Science & Health Department is two-fold:

1. To instill in the hearts of students an attitude of excellence regarding the importance of pursuing and maintaining a healthy lifestyle as a way of honoring God.
2. To help students, pursuing a career in sport science, master the skills needed to effectively organize, administer, and facilitate appropriate sport science programming.

Opportunities are provided for the student to develop skills and knowledge that will allow them to function in the classroom and professional setting. Careers in sport science and health are continuing to grow. Through the sport management, exercise science, and fitness & recreational leadership track, students can take courses to prepare them to work in athletic/fitness clubs, local YMCA's, corporate fitness, and recreational administration.

DEPARTMENT OUTCOMES

1. Develop knowledge and skills necessary for the effective implementation of sport science principles through formal instruction and lab practice (Strength)
2. Utilize written and verbal communication skills to effectively communicate with clients and other health care professionals (Mind)
3. Identify current and future healthcare needs and promote exercise and healthy lifestyles (Heart)
4. Possess the critical thinking skills needed to promote self-directed learning and evidence-based practice in the area of sport science and health (Mind)
5. Design individualized exercise needs assessments and develop personalized exercise prescriptions for individuals of different races, abilities, and genders (Strength/Mind)
6. Identify with ethical boundaries and Christian philosophies to determine how they apply to the sport science and health fields (Soul)

EXERCISE SCIENCE

The mission of the exercise science degree program is to produce graduates who are qualified in the areas of exercise leadership, exercise testing and evaluation, exercise prescription and program direction. Graduates are prepared to pursue graduate studies in the areas of athletic training, exercise science, physical therapy, cardiac rehabilitation and kinesiology. In addition, students interested in positions such as personal trainers or health club and fitness directors could pursue this major.

The curriculum for this major is designed following the guidelines of the National Association for Sport and Physical Education (NASPE) to provide a combination of academic study and practical experiences, which will provide meaningful and effective learning experiences for the student in a variety of exercise settings.

All students majoring in exercise science will have the opportunity to graduate with the following certifications: First Aid, CPR and AED, National Council on Strength and Fitness Certified Personal Trainer, and National Council on Strength and Fitness Certified Sport Nutrition Specialist.

FITNESS AND RECREATIONAL LEADERSHIP

The mission of the fitness and recreational leadership degree program is to enhance preparation for discipline-related careers through a practical hands-on experience and comprehensive study. The graduates will be qualified to obtain a variety of jobs such as fitness and recreational management, community recreation supervisor, parks and recreation director, fitness facility manager, health and wellness director, tourism and resort planner, camp administrator, and intramural director.

Opportunities for developing the necessary skills in leisure and sport programming, fitness, management, coaching, exercise physiology, adaptive physical education, and sport and exercise psychology will be formed for the public, private and non-profit sectors of business. The field of fitness and recreational leadership continues to grow with the increase for demand for highly qualified fitness and recreational professional.

PSYCHOLOGY

Purpose

“In the beginning God created...” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help you see the unique interplay between science and faith – not as an integrative model, but as an essential component of existence.

The Psychology program at Central Christian College of Kansas seeks to honor God by educating and empowering students concerning the interplay of our unique God-given nature and the unique environment in which we are nurtured. Appreciating this theological perspective, the purpose of the Psychology Program is to engage students in experiences that allow them to discern the unique interplay between soul, mind, brain, and behavior, in order to collaboratively discover the redemptive potential of human condition.

The student is challenged to view the study of psychology as a theological pursuit; One in which the created (humanity) marvels at the wonders of the Creator (God) and the creation (Existence). It is through this discipline that the student learns the redemptive application of psychological theory in light of theological truth. Ultimately, the student is invited to understand the discipline of psychology in light of Biblical revelation, Christian orthodoxy and scientific methodology.

As such, the psychology program appreciates the unique interplay of faith and learning, based on the Wesleyan model of Scripture, Reason, Tradition, and Experience, which aids in the fulfillment of the Mission Statement of Central Christian College to provide a Christ-Centered Education for Character. This program is aligned with the institutional strategy to enhance character by focusing on the four character dispositions outlined in the CORE4, these include Mind (academic competence), Heart (socially responsibility), Strength (service oriented), and Spirit (spiritually mature).

Studying psychology at Central Christian can open up many doors of opportunity depending on a student’s career or educational goals. If one chooses to continue his or her education and move on to graduate level studies, then he or she can be assured that time here will have been well spent. Our comprehensive approach to education will provide the necessary tools to help students succeed in his or her educational endeavors. Students graduating from

Central Christian have been accepted in a number of graduate programs.

Students who would rather begin careers immediately after graduation, can be confident that their education will assist in securing an entry-level position within the field of the social sciences.

Program Outcomes

MIND (VERSATILE SKILL): We believe graduates should demonstrate reasoned and productive lifestyles, filled with the “Spirit of God, with wisdom, with understanding, with knowledge, and with all kinds of skills.”

Demonstrate an understanding of basic principles of behavioral science by academically applying, reapplying, or combining behavioral science terminology and theories when provided with information about human behavior, mental processes, and the socio-cultural environment, and demonstrate an understanding of behavioral science research methodology by manipulating and analyzing observable facts to arrive at an informed conclusion.

- [PSY3]...explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.
- [PSY5]...design and execute an experiment or research initiative to answer a psychological question.
- [PSY7]...analyze, interpret, and describe data using descriptive and inferential statistics.
- [PSY8]...express thoughts, ideas, findings, etc., in accordance with APA standards.

HEART (VIRTUOUS CITIZENSHIP): We believe that graduates should demonstrate civic and moral leadership, in order “to do good; seek justice, and correct oppression.”

Demonstrate intercultural competence and civic responsibility by engaging regional, national, and global communities while utilizing the methods, principles, and perspectives of behavioral science.

- [PSY1]...facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.
- [PSY2]... adapt psychological principles and modalities in response to diverse cultures and worldviews.

STRENGTH (VIGOROUS SERVICE): We believe graduates should demonstrate dispositional strength and behavioral readiness so that they “never tire of doing what is good”.

Demonstrate psychological reasoning and therapeutics to enhance overall health and wellness both individually and communally, including a secure identity of self, emotional stability, and hardiness.

- [PSY4]...distinguish various etiologies and treatments related to normative and non-normative behavior.
- [PSY9]...devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning

SOUL (VIBRANT FAITH): We believe graduates should demonstrate an appreciation for the Lordship of Christ, “not lagging in diligence, fervent in spirit, serving the Lord.”

Demonstrate familiarity with the unique nature and design of the human brain and its effect on human functioning and behavior, including the interplay between mind and spirit.

- [PSY6]...evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).

Linkage with the General Education Program

The General Education Core at Central Christian College of Kansas is based on an appreciation for the Liberal Arts and the development of critical thinking skills associated with these disciplines. These skills are obtained by introducing the student to the interrelated thread of truth spanning subjects like history, social science, mathematics, English, art, science, wellness, and many more. Although the average student is much more interested in courses that pertain directly to his or her major or area of interest, a solid base in the Liberal Arts can provide a student with the needed edge to be successful in the modern workplace. The National Association of Colleges and Employers³⁴ has reported that many employers are looking for students with good communication and critical thinking skills; the very attributes that can be obtained through classes like Writing, Psychology, Speech, Philosophy, History, and Contemporary Culture & Worldview. Along with a declared major, the Liberal Arts perspective can uniquely prepare student to meet the demands of modern culture.

This foundational approach prepares students with the skills necessary for scholarly reading, investigation, writing, and discourse. In addition, in alignment with the mission, the General Education program recognizes the influence of the CORE4 outcomes (and associated Cardinal Virtues) that both align with the liberal arts approach and the outcomes of the College and embody the mission of the college.

³⁴ Jenkins, R (2011, July). *The liberal arts are work force development*. The Chronicle of Higher Education

MINORS

Minors allow students to enhance their learning experiences by participating in a prescriptive curriculum that will provide the foundation related to a specific discipline. In order to earn a minor, the student must declare that minor with the Office of the Registrar and complete all required coursework. Each minor requires a minimum of 18 credits. Additionally, the student must complete a minimum of twelve (12) discrete credits (credits related to courses not included in a declared major).

Business

Accounting

BS-AC 220	Financial Accounting	3
BS-AC 221	Managerial Accounting	3
BS-AC 322	Cost Accounting	3
BS-EC 210	Survey of Economics	3
BS-MG 311	Advanced Professional Com [WI]	3
BS-MG 353	Principles of Finance	3
BS-AC 323	Computerized Accounting	3

Entrepreneurship

BS-AC 120	Basic Accounting	3
BS-CP 235	Computer Applications in Business	3
BS-CP 335	Advanced Computer Applications in Business	3
BS-MG 352	Principles of Marketing	3
BS-MG 356	Human Resource Management	3
BS-MG 357	Business Law	3
BS-MG 371	Introduction to Entrepreneurship	3

Management

BS-AC 120	Basic Accounting	3
BS-EC 210	Survey of Economics (.....	3
BS-MG 311	Advanced Professional Com [WI]	3
BS-MG 351	Principles of Management	3
BS-MG 355	Organizational Behavior	3
BS-MG 356	Human Resource Management	3
BS-MG 357	Business Law	3

Marketing

BS-MG 352	Principles of Marketing	3
BS-MG 362	Promotional Strategies	3
BS-MG 365	Sales and Sales Force Management	3
SS-PY 310	Research Methods	3
CO-CO 340	Public Relations	3
BS-MG 209	Statistics	3

Choose at least one of the following:

BS-MG 372	Intro to Entrepreneurship	3
BS-MG 372	International Business	3
BS-CP 335	Advance Computer Applications	3
CO-CO 312	Interpersonal Communications	3
CO-CO 323	Media Production I	3

Organizational Leadership

BS-EC 210	Survey of Economics (or Micro and Macro courses)	3
BS-MG 351	Principles of Management	3
BS-MG 356	Human Resource Management	3
BS-MG 363	Professional Ethics	3
SS-PY 320	Social Psychology	3
SS-PY 335	Industrial/Org. Psychology	3
BS-MG 355	Organizational Behavior	3
SS-PY 211	Leadership Development	2

Risk Management

BS-AC 120	Basic Accounting	3
BS-EC 210	Survey of Economics	3
BS-RM 205	Prin. Of Insurance & Risk Management... 3	3
BS-RM 305	Personal Insurance	3
BS-RM 306	Commercial Insurance & Risk Mgt. 3	3
BS-MG 351	Principles of Management	3
BS-MG 353	Principles of Finance	3

Communication

Communication

CO-CO 221	Intro to Mass Media	3
CO-CO 312	Interpersonal Communications	3
CO-CO 323	Media Production I	3
CO-CO 340	Public Relations	3
CO-AP 395	Practicum [Communications]	2-4
CO-CO 412	Persuasion/Argumentation [WI]	3
	Communication Electives	1-3

Education

Paraprofessional

ED-CC 100	Introduction to Education	2
ED-CC 110	Early Field Experience	1
ED-CC 120	Culturally Diverse Field Experience	1
ED-CC 281	Principles of Teaching and Learning	3
ED-CC 300	Exceptional & Diverse Learners	3
ED-CC 315	Classroom Management	2
ED-AP 393	Internship [Paraprofessional]	2-4

Additional non-clinical ED coursework to fulfill 18 hours

Humanities

Art

Choose twenty (20) credits from the following list of courses, 10 of which must be upper division courses.

HU-AR 101	Art Appreciation	3
HU-AR 103	Drawing I	2
HU-AR 104	Drawing II	2
HU-AR 105	Painting w/Acrylics I	2
HU-AR 106	Painting w/Oils I	2
HU-AR 120	Fundamentals of Design	3
HU-AR 130	Fundamentals of Ceramics	3
HU-AR 203	Electronic Digital Imaging	2
HU-AR 205	Painting w/Acrylics II	2
HU-AR 206	Painting w/Oils II	2
HU-AR 207	Color Theory	2
HU-AR 208	Portraiture	2

HU-AR 209	Introduction to Photography	2
HU-AR 212	Electronic Illustration	2
HU-AR 213	Electronic Publishing	2
HU-AR 220	Stained Glass	2
HU-AR 301	Art for Illustration.....	2
HU-AR 303	Intermediate Drawing	2
HU-AR 305	Intermediate Acrylics	2
HU-AR 306	Intermediate Oils.....	2
HU-AR 308	Murals	2-4
HU-AR 309	Intermediate Photography.....	2
HU-AR 355	Art & Architecture.....	2
HU-AR 320	Stained & Leaded Glass.....	3
HU-AR 330	Studio Ceramics.....	3
HU-AR 403	Advanced Drawing	2
HU-AR 405	Advanced Acrylics.....	2
HU-AR 406	Advanced Oils.....	2
HU-AR 491	Senior Seminar [Art].....	2-4

Music

MU-AP	Applied Music Lessons	4
MU-MS 101	Music Theory I.....	3
MU-MS 102	Aural Skills I	1
MU-MS 103	Music Theory II.....	3
MU-MS 104	Aural Skills II	1
MU-MS 105	Music Appreciation	3
MU-MS 107	Recital Attendance (4 semesters)	0
	Upper division Music Electives.....	6

Theatre

HU-TH 105	Theatre Production: Blocking & Choreo..	2
HU-TH 107	Acting I	3
HU-TH 112	Introduction to Theatre.....	3
HU-TH 210	Stagecraft I	2
	Upper division Theatre/Communication	
	Electives	10

Ministry and Theology

Biblical Literature

HU-FL 201	Biblical Greek I.....	3
HU-FL 202	Biblical Greek II.....	3
MT-BI 301	Hermeneutics: IBS	3
MT-BI 302	Biblical Interpretation: from	
	Hermeneutics to Homiletics.....	3
MT-TH 240	Introduction to Theology	3
	Upper division Ministry/Theology	
	Electives	5

Ministry

MT-BI 301	Hermeneutics: IBS	3
MT-BI 302	Biblical Interpretation: from	
	Hermeneutics to Homiletics.....	3
MT-TH 240	Introduction to Theology	3
MT-MN 341	Pastoral Care	3
MT-MN 350	Small Group Leadership	3
MT-TH 420	Theology of Worship	3
MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action Reflection Seminars	2

Missions

MT-BI 301	Hermeneutics: IBS	3
MT-MN 311	Missions Experience	2
MT-MN 361	Making of a Missionary	2
MT-MN 341	Pastoral Care	3
MT-MN 350	Small Group Leadership.....	3
MT-TH 463	Holistic Discipleship: From Evangelized to	
	Evangelist.....	3
SS-SO 320	Cross Cultural Communication.....	OR
SS-SO 328	Field Anthropology	4

Electives (choose one of the following):

SS-PY 320	Social Psychology.....	3
SS-SO 202	Principles of Sociology.....	3
MT-WV 251	World Religions	3

Student Ministries (Children)

MT-BI 301	Hermeneutics: IBS	3
MT-MN 226	Children’s Ministry I.....	3
MT-MN 336	Children’s Ministry II.....	3
MT-MN 350	Small Group Leadership.....	3
MT-TH 463	Holistic Discipleship: From Evangelized to	
	Evangelist.....	3
MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action/Reflection Seminars.....	2

Electives (choose one of the following):

SS-PY 201	Developmental Psychology	3
SS-PY 307	Child and Adolescent Development	3
SS-PY 309	Adolescent Psychology	3

Student Ministries (Youth)

MT-BI 301	Hermeneutics: IBS	3
MT-MN 222	Youth Ministry I	3
MT-MN 322	Youth Ministry II	3
MT-MN 350	Small Group Leadership.....	3
MT-TH 463	Holistic Discipleship: From Evangelized to	
	Evangelist.....	3
MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action/Reflection Seminars.....	2

Electives (choose one of the following):

SS-PY 201	Developmental Psychology	3
SS-PY 307	Child and Adolescent Development	3
SS-PY 309	Adolescent Psychology	3

Worship Arts

MT-SM 380 A/B	Action/Reflection Seminars.....	2
MT-SM 480 A/B	Action/Reflection Seminars.....	2
MT-TH 240	Introduction to Theology.....	3
MT-TH 420	Theology of Worship	3
MU-MS 179	Introduction to Music Technology	2
	Fine Arts Electives.....	8

Science & Mathematics

Environmental Sciences

NS-BI 100	Environmental Science w/ Lab	4
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NS-CH 111	College Chemistry I w/ Lab.....	4
NS-CH 112	College Chemistry II w/ Lab.....	4
NS-BI 304	Microbiology w/ Lab	4
NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar (Natural Science) [WI]....	1
NS-BI 305	Ecology and Natural History Course.....OR Any upper level field ecology course	

Choose at least one:

NS-BI 201	Invertebrate Zoology w/ Lab.....	4
NS-BI 202	Vertebrate Zoology w/ Lab.....	4
NS-BI 203	Plant Biology w/ Lab.....	4

General Education Requirements:

NS-MA 104	College Algebra	or
NS-MA 111	Calculus I	3-4

Elective

NS-BI 310	Genetics w/ Lab.....	4
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Forensic Sciences

NS-BI 304	Microbiology w/ Lab	4
NS-CH 111	College Chemistry I w/ Lab.....	4
NS-CH 311	Organic Chemistry I w/ Lab	4
NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar (Natural Science) [WI]....	1
NS-AP 493	Research Project [Natural Science]	or
NS-AP 495	Internship [Natural Science].....	2-4

Electives:

NS-BI 101	General Biology w/ Lab	4
NS-BI 201	Invertebrate Zoology w/ Lab	4
NS-BI 310	Genetics w/ Lab.....	4
NS-CH 102	General Chemistry w/ Lab.....	4
NS-CH 112	College Chemistry II w/ Lab.....	4
NS-CH 312	Organic Chemistry II w/ Lab	4
NS-PS 104	Earth Science	3
NS-PS 104L	Earth Science Lab	1
	Any Upper Level Field Ecology Course	

General Education Requirements:

NS-MA 104	College Algebra	or
NS-MA 111	Calculus I	3-4

Health Careers

NS-BI 204	Human Anatomy & Physiology I w/Lab... 3	
NS-BI 205	Human Anatomy & Physiology II w/Lab.. 3	
NS-BI 304	Microbiology w/ Lab	4
NS-BI 310	Genetics w/ Lab.....	4
NS-CH 111	College Chemistry I w/ Lab.....	4
NS-CH 112	College Chemistry II w/ Lab.....	4
NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar (Natural Science) [WI]....	1
NS-AP 493	Research Project [Natural Science]	or
NS-AP 495	Internship [Natural Science].....	2-4

General Education Requirements:

NS-MA 104	College Algebra	or
NS-MA 111	Calculus I	3-4

Recommended as an elective for pre-nursing:

NS-BI 245	Basic Nutrition	3
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Recommended as an elective for pre-physical therapy:

NS-PH 205	General Physics I w/Lab.....	4
NS-PH 206	General Physics II w/Lab.....	4

Mathematics

NS-MA 111	Calculus I.....	4
NS-MA 211	Calculus II.....	4
NS-SM 291	Natural Science Seminar.....	1
NS-SM 491	Senior Seminar (Natural Science) [WI]	1

Electives:

NS-AP 493	Research Project [Natural Science]	2
NS-AP 495	Internship [Natural Science]	4
NS-MA 104	College Algebra.....	3
NS-MA 105	College Trig. & Analytical Geometry.....	2
NS-MA 201	Survey of Contemporary Mathematics ...	3
NS-MA 310	Applied Statistics/Research Methods.....	3
NS-MA 311	Calculus III.....	4
NS-MA 312	Linear Algebra.....	4
NS-MA 316	History of Mathematics	2
NS-MA 411	Differential Equations.....	4
NS-MA 412	Advanced Calculus.....	4
NS-MA 413	Modern Advanced Algebra.....	3
NS-MA 414	Discrete Mathematics	4
NS-MA 415	Modern Geometry.....	3

Social Science

Criminal Justice

SS-CJ 110	Introduction to Criminal Justice	3
SS-CJ 214	Introduction to Law Enforcement	3
SS-CJ 340	Criminal Law	3
SS-CJ 341	Criminal Investigation.....	3
SS-CJ 343	Criminology	3

Electives

SS-PY ***	Any Approved Course	3
SS-SO ***	Any Approved Course	3
SS-PO or HU-HI ***	Any Course.....	3
SS-CJ ***	Any Course.....	3
BS-MG 363	Professional Ethics.....	3
BS-MG 357	Business Law.....	3

Psychology

SS-PY 110	General Psychology	3
SS-PY 201	Developmental Psychology	3
SS-PY 320	Social Psychology.....	3
SS-PY 330	Abnormal Psychology	3

Electives:

Any psychology course (SS-PY) or one of the following options

ED-CC 281	Principles of Teaching and Learning.....	3
SS-CJ 343	Criminology	3
SS-SO 381	Marriage & Family	3

SS-AP 291 Scientific Writing Seminar: APA 1

Sociology

HU-HI 344 A History of Minorities in the U.S..... 2
SS-PY 320 Social Psychology 3
SS-SO 202 Principles of Sociology..... 3
SS-SO 320 Cross Cultural Communications 3
SS-SO 381 Marriage & Family 3
SS-SO 458 Sociological Theory 3

Electives:

BS-EC 210 Survey of Economics 3
BS-EC 261 Macroeconomics..... 3
NS-MA 209 Statistics 3
SS-CJ 110 Introduction to Criminal Justice 3
SS-CJ 343 Criminology 3
HU-HI 244 Social History of the 1960s..... 1
SS-PO 112 Current World Problems 3
SS-PY 201 Developmental Psychology 3
SS-PY 310 Research Methods/Applied Statistics 3
SS-PY 355 Organizational Behavior 3
MT-WV 251 World Religions 3
SS-SO 320 Cross Cultural Communications 3-4
SS-SO 328 Field Anthropology..... 4
SS-AP 291 Scientific Writing Seminar: APA 1

Sport Science & Health

Coaching

SP-SH 201 First Aid 0
SP-SH 202 Introduction to P.E., Sport, & Fitness..... 3
SP-SH 204 Theory of Coaching 2
SS-PY 400 Sports & Exercise Psychology..... 2

Choose at least one:

SP-SH 308 Exercise Physiology 3
SP-SH 310 Kinesiology 3

Choose two from the following:

SP-SH 305 Theory of Coaching Basketball 2
SP-SH 306 Theory of Coaching Tennis 2
SP-SH 313 Theory of Coaching Baseball 2
SP-SH 318 Theory of Coaching Soccer 2

Electives:

SP-SH 203 Care & Treatment of Athletic Injuries 2
SP-SH 208 Introduction to Team Sports 3
SP-SH 270 Officiating..... 2
SP-SH 307 Individual & Dual Sports Analysis..... 2
SP-SH 312 Adaptive Physical Education 2

Exercise Science

NS-BI 101 General Biology w/ Lab..... 4
NS-BI 204 Human Anatomy & Physiology I w/Lab ... 3
NS-BI 205 Human Anatomy & Physiology II w/Lab.. 3
SP-SH 308 Exercise Physiology..... 3
SP-SH 310 Kinesiology..... 3

Electives:

SP-SH 201 First Aid..... 0
SP-SH 202 Introduction to P.E., Sport, & Fitness 3
SP-SH 203 Care and Treatment of Athletic Injuries.. 2
SP-SH 312 Adaptive Physical Education..... 2
SP-SH 320 Measurement & Evaluation in Health & Physical Education..... 3
NS-BI 245 Basic Nutrition w/Lab 3
SP-SH 415 Exercise Testing, Evaluation & Prescription 3
SP-SH 420 Exercise Leadership 3
SP-SM 425 Administration in Sport & Fitness..... 3
SS-PY 400 Sport & Exercise Psychology..... 2

Sport Management

SP-SH 202 Introduction to P.E., Sport, & Fitness 3
SP-SH 410 Recreational Facilities..... 3
SP-SM 425 Administration in Sport & Fitness..... 3
SP-SM 200 Introduction to Sport Management 3
BS-MG 357 Business Law..... 3
BS-MG 352 Principles of Marketing..... 3

Choose at least one:

BS-MG 311 Advanced Professional Com [WI] 3
BS-MG 371 Entrepreneurship 3

Recommended Electives:

SP-SM 406 Issues & Trends in Sports..... 3
SP-SM 497 Special Topics in Sport Management 3

Recreation

SP-SH 202 Introduction to P.E., Sport, & Fitness 3
SP-SH 250 Leisure & Sport Programming 3
SP-SH 309 Outdoor Recreation/Education 3
SP-SH 410 Recreational Facilities..... 3

Electives:

SP-SH 201 First Aid..... 0
SP-SH 203 Care and Treatment of Athletic Injuries.. 2
SP-SH 208 Introduction to Team Sports 2
SP-SH 307 Individual and Dual Sports Analysis..... 2
SP-SH 308 Exercise Physiology..... 3
SP-SH 312 Adaptive Physical Education..... 2
SP-SM 425 Administration in Sport & Fitness..... 3

SCHOOL OF PROFESSIONAL EDUCATION

SCHOOL OF PROFESSIONAL & DISTANCE EDUCATION

Mission

In alignment with the mission of Central Christian College of Kansas, the School of Professional & Distance Education (SPE) exists to promote a Christ-centered education for character through non-traditional means. Its vision is to offer educational opportunities that might not otherwise be available through the traditional residential learning experience.

The School of Professional & Distance Education achieves this by offering equivalent courses through strategically managed delivery systems. Courses are carefully monitored and assessed to ensure similar levels of rigor and completion of stated objectives.

The School of Professional & Distance Education recognizes and honors students as autonomous and self-directed learners. Life experiences and applied knowledge are incorporated into class discussions that ensure relevancy-oriented learning. The unique focus of these programs is to enhance the student's academic achievements while at the same time continuing to concentrate on responsibilities at home and or on their job. Classes are presented through the eyes of a Christian worldview, facilitated by men and women who are experts in specific fields related to each course. All classes are taught in a manner that is conducive to learning for adults, creating an atmosphere of shared family, career, and age interests for the adult learners.

History

In the fall of 2001, the Adult Degree Completion program was initiated on the campus of Central Christian College of Kansas. The initial design of the program was to provide an on-ground learning experience for non-traditional students in an accelerated format. Also known as the EXCEL program, this strategic initiative serviced working adults desiring to complete an accredited degree in business.

That same year, Central Christian College of Kansas began to experiment with online learning environments. These early forays into the online world laid the foundation for later ventures leading to the formation of the online degree programs currently offered.

Central Christian College of Kansas has continued to expand and innovate its systems in order to provide the

highest quality educational experience without constraining students to a residential program.

Program Structure

In an effort to provide learning environments that best fit the student, the School of Professional & Distance Education utilizes an online learning management system that is available to students 24/7.

Students also have access to a student portal, which allows them access to the administrative resources of the College.

Generally, courses are offered in a six-week format, depending on the program. Students are responsible for maintaining academic progress, which is monitored each semester. There are multiple entry dates offered throughout the year.

Campus Community Expectations

In light of the College's mission to provide a Christ-centered education for character, full-time students associated with the School of Professional & Distance Education are subject to the Central Christian College of Kansas Campus Community Expectations. Although not all students may necessarily agree with the contents of the code, submission to the code is part of the educational experience and admissions process as stated in the mission of the College. The Campus Community Expectations includes the following statements:

- I will honor the role of the scholar by refraining from any form of academic misconduct including plagiarism, impersonation, fabrication, sabotage, cheating, and deception.
- I will respect the dignity and value of each individual, recognizing that each person is created in the image of God and deserves to be treated with respect.
- I will refrain from the use of alcohol, tobacco, or other related substances on the property of Central Christian College of Kansas or as a part of any program or event sponsored by Central Christian College of Kansas.

ASSOCIATE OF ARTS (ONLINE)

PURPOSE

Research estimates that individuals who earn an associate degree can dramatically increase lifetime earnings compared to those just completing a high school diploma or GED. Additionally, earning an associate degree opens the door for you to advance your professional career and provides a solid foundation for further education.

The Associate of Arts provides you with a foundation in the liberal arts. "What are the Liberal Arts?" Good question. The Liberal Arts include coursework in the social sciences, history, natural sciences, mathematics, humanities, as well as other subject areas. The intent is to provide students with a broad understanding upon which to interpret the world. It is through the Liberal Arts that students can build the dispositional characteristics and basic knowledge the employers are currently looking for.

PROGRAM

Courses are 100% online with access 24 hours a day, seven days a week. Each course has been developed by and is facilitated by a professional in the field of Criminal Justice. The courses are delivered in a six-week modular sequence, so a student never has to take more than one course at a time.

Elective Track Options:

The following elective tracks represent suggested elective courses that align with the areas of study highlighted. You can work with your enrollment advocate to enhance or modify your courses based on your academic or vocational goals.

- **Psychology:** Human Growth and Development, Abnormal Psychology, Social Psychology, Physiological Psychology, and Introduction to Life Coaching.
- **Leadership:** Effective Personal and Organizational Communication, Conflict Resolution and Negotiation, Principles of Management, Organizational Behavior and Leadership, and Studies in Christian Management.
- **Healthcare Management:** Principles of Healthcare Management, Leadership & Change in Healthcare, U.S. Healthcare Systems, Ethical Issues in Healthcare, and Principles of Management.
- **Business Management:** Organizational Behavior, Studies in Christian Management, Conflict Resolution, Principles of Management Professional Ethics
- **Accounting:** Financial Accounting, Managerial Accounting, Professional Ethics, Income Tax, Cost Accounting.
- **Business:** Computer Applications in Business, Microeconomics, Macroeconomics, Business Law, Professional Ethics

Associate of Arts (Online)

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

Foundational Skills (18 Credits)			Electives (18 Credits)		
GS-SM 105	Essentials for College Success	3	_____	_____	_____
EN-CP 103	English Composition I	3	_____	_____	_____
EN-CP 104	English Composition II	3	_____	_____	_____
MT-BI 100	Introduction to Biblical Literature	3	_____	_____	_____
_____	Communication Course	3	_____	_____	_____
BS-CP 235	Computer Applications in Business	3	_____	_____	_____
Liberal Arts (24 Credits)			_____	_____	_____
Mind			_____	_____	_____
_____	Science Course	3	_____	_____	_____
_____	Mathematics Course	3	_____	_____	_____
Heart			_____	_____	_____
_____	History Course	3	_____	_____	_____
_____	Social Science Course	3	_____	_____	_____
Strength			_____	_____	_____
_____	Humanities or Fine Arts Course	3	_____	_____	_____
SP-SH 101	Wellness for Life	3	_____	_____	_____
Soul			_____	_____	_____
_____	Philosophy Course	3	_____	_____	_____
MT-WV 201	Contemporary Culture and Worldview	3	_____	_____	_____

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE (ONLINE)

Purpose

The Associate of Arts in Criminal Justice is designed for students wanting to advance their career in law enforcement, corrections, social services, or the judicial system by becoming more familiar with the field of law enforcement and enhance general knowledge in the Liberal Arts. The curriculum, designed by professionals in the field, provides students with an introductory perspective on human behavior and law enforcement management. Furthermore, the unique worldview of the institution affords the student to advance their understanding of the ethical and moral approaches to criminal justice.

Program

Courses are 100% online with access 24 hours a day, seven days a week. Each course has been developed by and is facilitated by a professional in the field of Criminal Justice. The courses are delivered in a six-week modular sequence, so a student never has to take more than one course at a time.

Program Objectives

- **Mind:** The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- **Heart:** The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- **Soul:** The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- **Strength:** The student can choose appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.

Associate of Arts in Criminal Justice (Online)

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students who do not maintain continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

Foundational Skills (18 Credits)			Criminal Justice Core (18 Credits)		
GS-SM 105	Essentials for College Success	3	SS-CJ 110	Introduction to Criminal Justice	3
EN-CP 103	English Composition I	3	SS-CJ 212	Introduction to Corrections	3
EN-CP 104	English Composition II	3	SS-CJ 214	Introduction to Law Enforcement	3
MT-BI 100	Introduction to Biblical Literature	3	SS-CJ 215	Introduction to Courts	3
	Communication Course	3	SS-CJ 343	Criminology	3
BS-CP 235	Computer Applications in Business	3	SS-PY 320	Social Psychology	3
Liberal Arts (24 Credits)					
Mind					
	Science Course	3			
	Math Course	3			
Heart					
	History Course	3			
SS-PY 110	General Psychology	3			
Strength					
	Humanities or Fine Arts Course	3			
SP-SH 101	Wellness for Life	3			
Soul					
	Philosophy Course	3			
MT-WV 201	Contemporary Culture and Worldview	3			

BUSINESS

The business world needs strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles. The Business Department philosophy is to integrate and articulate Christian values into the department's courses while developing strong business acumen and understanding among students.

Students completing a business degree are prepared to carry out their own business affairs effectively. The faculty members are dedicated to assisting students to gain an understanding of the business world and an appreciation of the free enterprise economic structure.

Department Outcomes

Mind (intellectual)

- M1. Evaluate knowledge in business, management, and accounting principles while developing unique and creative solutions to business related challenges and operations.
- M2. Develop critical thinking and problem-solving skills while conducting appropriate research.
- M3. Summarize the contributions of business and economics historically and within contemporary culture.

Heart (social)

- H1. Collaborate with those from diverse cultures and differing worldviews as an effective member of a team.
- H2. Structure business practices to ascertain industry opportunities while exercising social responsibility at the local, national and global level.
- H3. Justify the responsibility that a business has to all stakeholders and engage society as ethical and productive citizens.

Soul (spiritual)

- S1. Integrate ethical reasoning and worldview to decision making and business practices.
- S2. Evaluate business related theories in practices from an evangelical Christian perspective.
- S3. Articulate and defend the role of Christian character in personal and professional dealings.

Strength (physical)

- B1. Express thoughts, ideas, and findings effectively, utilizing multiple mediums of communication.
- B2. Facilitate the effective use of organizational resources, i.e. human, physical, and financial, while practicing appropriate Biblical stewardship.
- B3. Practice appropriate professional appearance and behavior as a professional identity is developed.

HEALTHCARE ADMINISTRATION

The Healthcare Administration degree is built on the premise that care of people goes far beyond the physical. Therefore, the program combines an in-depth study and application of skills related to healthcare with a practical emphasis on integrating a Christian worldview.

The student can expect foundational courses in healthcare administration to introduce concepts in healthcare administration, ethics, accounting, statistics, and knowledge management. Experienced instructors are prepared to assist in the journey and provide worldview perspective. A capstone course reviewing strategies and techniques taught in the program is taken after all other courses in the curriculum have been completed.

Program Outcomes

1. Develop knowledge of healthcare systems in the United States in order to lead effectively.
2. Enhance leadership competencies and technical proficiency in finance, marketing, human resources, information technology, strategic planning, and ethics in healthcare settings.
3. Develop effective communication competencies in business and healthcare settings; learn the dynamics of working in groups and teams.
4. Develop critical thinking and problem-solving skills necessary to tackle current issues in healthcare; apply concepts and theories to practice.
5. Develop information literacy in healthcare disciplines.
6. Understand the qualities and attributes of professionalism in healthcare settings and commitment to the Core Four principles of the College.

HEALTH AND HUMAN SERVICES

Overview

The Health & Human Services program pulls from many different fields of study in order to provide a generalized fluency in those fields that directly affect the human services industry. Individuals employed in this field typically assist others in providing client services in a wide variety of fields (i.e. psychology, rehabilitation, social work, family support, health services, etc.). Primarily, the individual assists clients in identifying and maintaining available benefits and social community services. Responsibilities may also include developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human interaction, rehabilitation, and dependent care.

Specific job opportunities include: Social and Human Service Assistants; Preschool Teachers; Probation Officers, Correctional Treatment Specialists, Residential Advisors, Advocates, Caseworkers, Family Support Workers, Home Based Assistants, Human Service Program Specialists, Mental Health Technicians, Outreach Specialists, Social Work Associate, and Community Health Workers. To name just a few.

Mission

The Health & Human Service Program is a part of the Social Science Department, which is dedicated to understanding people and how we interact with one another. Let's face it, people are everywhere. We live with them. We buy from them. We work with them. It seems that no matter what we do, in some way or another, it involves people.

Of course that makes sense since God created us to live together in harmony with each other and with Him. Still, getting along with all these people can sometimes be difficult. Culture, perception, values, beliefs; all these things and many more create a complex web of interaction. The social sciences assist us in the navigation of that often-tangled web. It is through the social sciences that we begin to see just how wonderful and marvelous God made us as individuals and as a society. Regardless of your course of study, a basic understanding of social sciences is essential to your future success.

The mission of the department is to prepare students for a meaningful life and effective service by empowering them

to develop an appreciation of two profound influences on humanity: human nature as designed by God as the pinnacle of His creation, and nurture encountered through society. We are committed to an integration of faith and learning in the Social Sciences after the Wesleyan model, recognizing the influence and value of scripture, reason (with science methodologies), tradition (history), and experience (personal, social and cultural).

Program Outcomes

This program aligns with the departmental mission in that it seeks to prepare students for a meaningful life and effective service by focusing on the two distances identified by the department, the convergence of nature and nurture as it influences both the individual and society at large.

Specific outcomes of the program include:

1. The student can evaluate the needs of clients and communities. **(Strength)**
2. The student can devise plans and interventions appropriate to the client or community. **(Strength)**
3. The student can describe how individuals, families, and communities develop and function. **(Mind)**
4. The student can support implementation plans with effective management strategies. **(Mind)**
5. The student can choose behaviors and cognitions that demonstrate respect, empathy, and civil discourse. **(Heart)**
6. The student can adapt his or her interactions with respect to the cultural or ethnic perspective of the client. **(Heart)**
7. The student can support behaviors and cognitions with an appreciation for the values and ethics of human service provide. **(Soul)**
8. The student can defend a Judeo-Christian perspective of health and human services. **(Soul)**

The very heart of Health and Human Services assumes a focus on helping individuals maximize the services that are available to them. This would mean that the successful health and human service professional needs a balanced approach to care, which is well represented in the components associated with the Core Four (Mind, Heart, Soul, and Body).

Health & Human Services [Online] Bachelor of Science (120 Credits)

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Foundational Skills (18 Credits)

GS-SM 105	Essentials for College Success	3	_____
EN-CP 103	English Composition I	3	_____
EN-CP 104	English Composition II	3	_____
MT-BI 100	Introduction to Biblical Literature	3	_____
_____	Communication Course	3	_____
BS-CP 235	Computer Applications in Business	3	_____

Liberal Arts (29 Credits)

_____	Science Course	3	_____
_____	Mathematics Course	3	_____
_____	Natural Science or Statistical Reasoning Course	3	_____
_____	History Course	3	_____
SS-PY 110	General Psychology	3	_____
_____	Humanities or Fine Arts Course	3	_____
SP-SH 101	Wellness for Life	3	_____
_____	Philosophy Course	3	_____
MT-WV 201	Contemporary Culture and Worldview	3	_____

Human Services Core (33 Credits)

SS-HS 100	Introduction to Health & Human Services	3	_____
SS-HS 200	Legal and Ethical Issues in Human Services	3	_____
SS-HS 300	Applied Case Management	3	_____
BS-MG 306	Conflict Resolution and Negotiation	3	_____
BS-MG 355	Organizational Behavior	3	_____
SS-PY 201	Developmental Psychology	3	_____
SS-PY 320	Social Psychology	3	_____
SS-PY 330	Abnormal Psychology	3	_____
SS-SO 306	Social Problems	3	_____
SS-SO 381	Marriage & Family	3	_____
GS-SM 465	Applied Research Project [WI]	3	_____

Human Service Electives (SS-HS, SS-CJ, SS-PY, SS-SO, HC-BS) (15 Credits)

_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____

Elective Credits (25 Credits)

SPECIALIZATIONS

Community & Family Services

- Introduction to Courts
- Community Corrections
- Juvenile Justice
- Drugs & Criminal Justice
- Elective (CJ, HS, PY, or SO)

Health Services

- Principles of Managed Care
- US Healthcare Systems
- Healthcare Administration
- Ethical Issues in Healthcare
- Leadership & Change in Healthcare

Correctional/Justice

- Corrections
- Victimology
- Juvenile Justice
- Community Corrections
- Introduction to Courts

Psychology/Coaching

- Introduction to Life Coaching
- Personality Psychology
- Counseling
- Stress Management
- Elective Course (PY)

_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____
_____	_____	3	_____

CRIMINAL JUSTICE

Program Objectives

- **Mind:** The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- **Heart:** The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- **Soul:** The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- **Strength:** The student can choose appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.

Criminal Justice [Online]

Bachelor of Science (120 Credits)

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

Foundational Skills (18 Credits)

GS-SM 105	Essentials for College Success	3	_____
EN-CP 103	English Composition I	3	_____
EN-CP 104	English Composition II	3	_____
MT-BI 100	Introduction to Biblical Literature	3	_____
	Communication Course	3	_____
BS-CP 235	Computer Applications in Business	3	_____

Liberal Arts (24 Credits)

_____	Science Course	3	_____
_____	Mathematics Course	3	_____
_____	History Course	3	_____
SS-PY 110	General Psychology	3	_____
_____	Humanities or Fine Arts Course	3	_____
SP-SH 101	Wellness for Life	3	_____
_____	Philosophy Course	3	_____
MT-WV 201	Contemporary Culture and Worldview	3	_____

Criminal Justice Core (51 Credits)

SS-CJ 110	Introduction to Criminal Justice	3	_____
SS-CJ 212	Introduction to Corrections	3	_____
SS-CJ 214	Introduction to Law Enforcement	3	_____
SS-CJ 232	Terrorism & Counterterrorism	3	_____
SS-CJ 316	Introduction to Forensic Science	3	_____
SS-CJ 320	Ethics in Criminal Justice	3	_____
SS-PY 320	Social Psychology	3	_____
SS-CJ 330	Statistics in Criminal Justice	3	_____
SS-CJ 340	Criminal Law	3	_____
SS-CJ 343	Criminology	3	_____
SS-CJ 350	Police Administration	3	_____
SS-CJ 352	Comparative Justice	3	_____
SS-CJ 441	Criminal Procedures	3	_____
SS-CJ 452	Victimology	3	_____
SS-CJ 470	Juvenile Justice	3	_____
SS-CJ 490	Crisis Management	3	_____
SS-CJ 495	Criminal Justice Capstone [WI]	3	_____

Electives (27 Credits)

Recommended Criminal Justice Electives

- SS-CJ 213 Drugs and Criminal Justice (3)
- SS-CJ 215 Introduction to Courts (3)
- SS-PY 220 Stress Management (3)
- SS-CJ 225 Serial Killers (3)
- BS-MG 306 Conflict Resolution and Negotiation (3)
- SS-PY 330 Abnormal Psychology (3)
- SS-CJ 332 Investigations and Evidence (3)
- SS-CJ 482 Community Corrections (3)

SCHOOL OF GRADUATE STUDIES

School of Graduate Studies

Purpose

In alignment with the mission of Central Christian College of Kansas, the School of Graduate studies exists to promote a Christ-Centered education for Character. The School of Graduate Studies recognizes and honors students as autonomous and self-directed learners. Life experiences and applied knowledge are incorporated into class discussions that ensure relevancy-oriented learning. The unique focus of these programs is to enhance the student's academic achievements while at the same time continuing to concentrate on responsibilities at home and or on their job. Classes are presented through the lens of a Christian worldview, facilitated by men and women who are experts in specific fields related to each course. All classes are taught in a manner that is conducive to learning for adults creating an atmosphere of shared vocation, career, and age interests for the adult learners.

Online or Blended – Full Degree

Students desiring to earn their degree Online have a selection of full degrees to choose from through the School of Graduate Studies (SGS). CCKK SGS offers degrees in Strategic Leadership with specializations in, but not limited to, Business Management, Criminal Justice, Healthcare Administration, Organizational Leadership and Crises Management. The Online programs are designed for students who are looking for a flexible learning environment that appreciates their work and career responsibilities.

The School of Graduate Studies Culture focuses on the graduate student development and integration into different aspects of growth. The graduate programs are blended or online in nature, which means that the graduate student has a certain level of synchronous and asynchronous attendance. The graduate culture expands into the scholarly research realm in which practical and experiential components become a valuable part of the culture and the student's growth. Students in the blended program are required to attend the in-person sessions each week with a minimum of 72 hours of face-to-face sessions. Online students can attend the live session remotely but are highly encouraged to attend the live sessions in person if distance permits.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

The Master of Science in Organizational Leadership focuses on both people and processes in strategy, leadership and team management, ensuring that the student has the skills needed to become an agent of informed change, rather than just a procedural manager. The student will focus on real-world issues within the context of their own field, pulling from both the expertise of others and their own experiences, skills, and abilities.

Outcomes

- Inspire collaboration and communication through the principled application of leadership, demonstrating respect and dignity as an engineer of strategic change.
- Evaluate and construct a personal leadership style guided by an ethical framework and principled practice.
- Enhance critical thinking skills and analysis to effectively assess and improve organizational dynamics.
- Reinforce personal confidence and strengthen a responsive leadership style, prepared to effectively engage individuals and the organization in transformative governance.

Organizational Leadership

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2025, through June 30, 2026. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

Required Courses (36 credits)

LD-MG 500	The Synergy of Leadership	3	_____
LD-MG 501	Strategic Leading and Identity	3	_____
LD-MG 502	Strategic Planning	3	_____
LD-MG 503	Change, Innovation, & Transformation	3	_____
LD-OR 500	Organizational Ecology and Assessment	3	_____
LD-MG 504	Character Based Leadership	3	_____
LD-MG 505	Crises Management	3	_____
LD-OR 501	Power, Influence, and Diplomacy	3	_____
LD-MG 506	Budgets, Reports, and Planning	3	_____
LD-OR 502	Interpersonal Management & Coaching	3	_____
LD-MG 600	Issues in Strategic Management	3	_____
LD-MG 601	Strategic Leadership in Context	3	_____

GRADUATE COURSE DESCRIPTIONS

LD-MG 500 The Synergy of Leadership (3)

Focusing on the interplay between followership, leadership, and mission, students will gain preliminary insights into elements of strategic cohesiveness. In addition, through personal assessment, reflection, and coaching, students will gain insight into personality, governance style, and behavioral patterns in an effort to develop skills and complement areas of weaknesses. This course must be completed before taking any other MSSL course.

LD-MG 501 Strategic Leading and Identity (3)

Emphasizes identity issues that are critical to understanding individual and collective processes in organizational life in relation to strategic leadership management. Prerequisite: LD-MG 500

LD-MG 502 Strategic Planning (3)

In this applied course, students are challenged to critically engage the processes and tools used in strategic planning. Course topics include engagement, visions, mission, outcomes, monitoring, and execution.

LD-MG 503 Change, Innovation & Transformation (3)

In an effort to develop a working model for organizational innovation, students will critically engage change models. Case studies provide a basis through which students will demonstrate problem solving and ethical decision-making skills.

LD-MG 504 Character Based Leadership (3)

This course immerses the students in both the philosophical and practical realities of ethical leadership by emphasizing the development of an ethical and moral framework for both personal and organizational leadership. A

number of ethical models are explored.

LD-MG 505 Crises Management (3)

Using a case approach, this course provides students with the opportunity to engage the crises life cycle. Topics include preparation, crises response, recovery, horizon scanning, assessment and remediation, communication, as well as other applicable topics.

LD-MG 506 Budgets, Reports, and Planning (3)

This course exposes the student to information and resources needed to help the modern leader to use financial data to make informed decisions. Topics include GAAP principles, budget development & management, reporting, dashboards, cost accounting, and other related themes.

LD-MG 600 Issues in Strategic Management (3)

This course focuses on the student's area of expertise that includes business management, criminal justice, healthcare administration, organizational leadership, and crises management. The course engages in both historical and contemporary exposés, students will examine the negative and positive application of strategic leadership. Through a balanced focus on theory and practice.

LD-MG 601 Strategic Leadership in Context (Capstone) (3)

Serving as the capstone experience, this course challenges students to apply strategic thinking and theory models by assessing the strategic effectiveness of a living organization. The capstone project provides an opportunity for the students to put together concepts and theories learned throughout the program in a related area of expertise in business management, criminal justice, healthcare

administration, organizational leadership, or crises management. The project includes an analysis a professional field and organization, including recommendations and guidance designed to assist the organization and its constituency in the implementation of strategic initiatives in the student's related area of expertise. Prerequisite: LD-MG 600

LD-OR 500 Organizational Ecology and Assessment (3)

Relying on the field of Industrial Psychology, students will explore techniques used to collect, analyze, and interpret quantitative and qualitative data, with an emphasis on using data to inform the decision-making process.

LD-OR 501 Power, Influence, and Diplomacy (3)

Students explore the means to identify and assess individual and organizational sources of power, influence, and control. In addition, the students will have opportunity to develop skills in negotiation, mediation, and diplomacy designed to leverage these sources of power, influence, and control leading to synergetic collaboration and cooperation.

LD-OR 502 Interpersonal

Management & Coaching (3) This course expands on theory and practice of organizational behavior, challenging the student to develop skills designed to operationalize individual and organizational transformation. The course focuses on diagnosing barriers and implementing behavioral change to overcome obstacles while leveraging opportunities and strengths. Topics include brain plasticity, productivity, creativity, resilience, grit, motivation, as well as other behavior-based strategies for success.

UNDERGRADUATE COURSE DESCRIPTIONS

Key for all parenthetical codes:

MC=McPherson College

[WI]= course qualifies as a Writing Intensive course for the Writing Program

199/399 Course designations are reserved for transfer electives.

Business: Accounting

BS-AC 120 Basic Accounting (3)

Designed for those interested in possibly pursuing accounting, but wanting to become familiar with accounting principles or for those not looking to major in accounting, but need some basic accounting skills. (Offered spring)

BS-AC 220 Financial Accounting (3)

Nature and purpose of accounting, basic accounting concepts and procedures, methods of processing, summarizing and classifying financial data. The accounting cycle, merchandising, measuring and reporting current assets and liabilities, and accounting for partnerships and corporations are topics covered. (Offered fall)

BS-AC 221 Managerial Accounting (3)

Intermediate level course with emphasis on how accounting information can be interpreted and used as a tool of management in planning and controlling business activities of the firm. Major topics include manufacturing accounting, product costing, budget and control procedures, and capital budgeting. Prerequisite: BS-AC 220 with a grade of C or better. (Offered spring)

BS-AC 316 (MC) Individual Income Tax (3)

The study of individual income tax theory, planning and application. Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260, BS-EC 261. (Offered odd years fall)

BS-AC 320 (MC) Intermediate Accounting I (3)

A study that includes accounting

theory, financial statements, the concept of future and present value, temporary and long-term investments, inventory evaluation, and fixed and intangible assets. Prerequisites: BS-AC 220, BS-AC 221. Permission is required. (Offered fall)

BS-AC 321 (MC) Intermediate Accounting II (3)

A continuation of Intermediate Accounting I that will include a study of bonds, pensions, and leases; corporate accounting; capital and retained earnings; tax allocation; changes in accounting methods; working capital analysis; comparative statements; and ratio analysis. Prerequisite: BS-AC 320. (Offered spring)

BS-AC 322 (MC) Cost Accounting (3)

The study of standard costing, cash budgeting, process costing, and job order costing and their application to the management decision process. Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260, BS-EC 261 (Offered even years fall)

BS-AC 323 Computerized Accounting (QuickBooks) (3)

Accounting processes in a computerized environment utilizing popular over-the-counter software (i.e. QuickBooks, Peachtree). Question: "If 3.7 million small businesses use QuickBooks, how many students need to learn it?" Answer: "All of them." This course requires a laptop computer that must be PC compatible. New Text required. Prerequisite: BS-AC 220, BS-AC 221. (Offered odd years fall)

BS-AC 437 (MC) Principles of Auditing (3)

Course will emphasize audit techniques and audit procedures, using a text and coordinated audit practice set to accomplish class objectives. Prerequisites: BS-AC 321, BS-AC 322. (Offered odd years spring)

Business: Applied Departmental Studies

BS-AP 391 Readings in Business (2-4)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in business not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

BS-AP 395 Practicum [Business] (2-5)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

BS-AP 495 Internship [Business] (2-5)

This independent study is designed to provide the student with on the job training under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

BS-AP 498 Thesis [Business] (2-5)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesis information and data related to a hypothesis or research question.

Business: Computer Applications

BS-CP 235 Computer Applications in Business (3)

This course is designed to provide an interactive environment for learning the fundamental functions of the most popular commercial applications software, including word processing,

spreadsheet, database management, and presentations. This course meets the need of future business people, managers, and a generally well-informed using public.

BS-CP 237 Fundamentals of Website Design (3)

This course introduces the principles and best practices for creating usable websites and teaches students the fundamentals of HTML, use of HTML authoring tools, webpage writing and editing, web graphics and multimedia elements, and website architectures and content management.

Prerequisite: BS-CP 235 and at least sophomore standing. (Offered on demand)

BS-CP 335 Advanced Computer Applications in Business (3)

An advanced computer application course expanding the topics first introduced in BS-CP 235, including popular software in word processing, database, spreadsheets, and presentations. The course is designed to give the business user hands-on, real-world examples of how the software is integrated into the business decision-making process. Prerequisites: BS-CP 235 or permission of instructor. (Offered odd years)

Business: Economics

BS-EC 210 Survey of Economics (3)

This is a survey course covering basic principles for both microeconomics and macroeconomics. Microeconomics studies the way in which individual economic agents such as workers, consumers, households and business firms make decisions. Macroeconomics addresses issues pertaining to the aggregate economic principles with practical examples to give students a better understanding of the role economics plays in society.

BS-EC 260 Microeconomics (3)

An introduction to microeconomic theory including an analysis of price theory, the marginal concept, market structure and performance.

BS-EC 261 Macroeconomics (3)

An introduction to macroeconomic

theory including a study of national income, spending, the creation of money, monetary and fiscal policy, and the problems of controlling inflation and unemployment. Prerequisite: BS-EC 260.

BS-EC 265 Personal Finance (3)

Personal and family financial planning. Emphasis is on saving, budgeting, investments, retirement planning, housing, car buying, and insurance.

BS-EC 365 Personal Financial Management (3)

Emphasis is on personal financial management including taxes, cash management, credit, budgeting, life and health insurance, housing and auto purchasing and insurance, investments, retirement and estate planning. Particular importance, as it applies to personal finance, will be placed on financial principles such as present and future value, basic investment principles, and financial ratios. Prerequisites: Business major or junior/senior level any major.

Business: Management

BS-MG 100 Principles of Business (3)

This course is a survey of the field of business for the non-business major or the beginning business student. Topics include the business environment, starting and growing a business, management, human resource management, marketing, finance and international business.

BS-MG 209 Statistics (3)

A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representation, measures of central tendency and dispersion, probability theory and various significant tests of relationship, association, and correlation.

Prerequisite: NS-MA 104 or equivalent.

BS-MG 306 Conflict Resolution and Negotiation (3)

This course exposes students to the nature of conflict within organizations and the various forms of employable conflict resolution techniques. Emphasis is given to overcoming

positional or contentious strategies while building collaboration and offering choices. Focus is placed on understanding the interdependence of groups within the system and the cohesion necessary to for organizational effectiveness. (Online Only)

BS-MG 311 Advanced Professional Communication [WI] (3)

This course includes in-depth discussion of current communication topics including workplace diversity, technology, correspondence applications, proposals, business plans, visual aids, teamwork, interpersonal communications, listening, nonverbal messages, presentation skills and employment communication. Positive, neutral, goodwill, negative and persuasive letters will be prepared. Prerequisite: Junior or Senior level standing and one lower-level WI course. (Offered spring)

BS-MG 325 Project Management (3)

This course provides an introduction to principles of managing projects and provides students with the opportunity to explore project management software and tools to manage projects effectively. Topics include project lifecycle management, planning, scheduling, budgeting, controlling, risk management, and crisis and change (Online Only)

BS-MG 342 Investments (3)

Basic concepts of investing, including market mechanics, investment vehicles, terminology, fundamental and technical analysis of stocks. Prerequisite: BS-AC 220 and BS-EC 261 or BS-EC 210. (Offered odd years spring)

BS-MG 351 Principles of Management (3)

Types of managerial functions necessary for organizational operation are explored. The course is built around the topics of planning, organizing, directing, controlling and decision-making. (Offered odd years fall).

BS-MG 352 Principles of Marketing (3)

A survey course where policies,

practices and procedures of marketing within the private and public sector are learned. Emphasis is given to promotion, pricing, product and distribution. Prerequisite: sophomore standing or higher. (Offered even years fall).

BS-MG 353 Principles of Finance (3)

Study of decision-making techniques involving working capital management, capital budgeting, long-term financing, dividend policy, and mergers with emphasis on time-value of money. Prerequisites: BS-AC 220, BS-EC 210 or BS-EC 261. (Offered even years spring).

BS-MG 355 Organizational Behavior (3)

This course examines the psychological and sociological variables important in understanding individual motivation, group functioning, change, creativity, organizational design, conflict and leadership in organizations. Particular attention is given to the application of leadership and management principles within the organizational structure. (Offered fall) (Offered Online: Replaces EX-BS 356 Organizational Behavior & Leadership.)

BS-MG 356 Human Resource Management (3)

Topics include staffing, performance appraisal, compensation, training and development, employee rights, and unionization. Contemporary issues include quality of work-life and legal environment. (Offered odd years spring).

BS-MG 357 Business Law (3)

Business law studies the history, background, sources and influences of our modern-day law as it pertains to the business activities of individuals, corporations and other legal entities. As a part of this module particular emphasis will be placed upon the laws governing contracts, creditors' rights, secured transactions, bankruptcy, agency, partnerships and corporations. Today's managers need to understand the basic legal concepts to avoid costly courtroom problems and other legal issues. (Offered fall)

BS-MG 361 Consumer Behavior (3)

This course will challenge the student to analyze the behavior of buyers at multiple levels, including the individual, individual business, and governmental agencies. Students synthesize their knowledge of customer acquisition, consumption, and disposal of products and services in light of the influence of demographics, culture, and worldview.

BS-MG 362 Promotional Strategies (3)

This course guides students from a managerial perspective into an understanding and application of key promotional strategies, theories, and tactics important to organizations desiring promotional activities. This course concentrates on the promotional aspect of Marketing as compared to the other three "P's" of marketing, namely Price, Product and Place (distribution). The four major areas studied, also known as the promotion mix, will be a) personal selling, b) advertising, c) sales promotions, and d) public relations/publicity. (Offered spring)

BS-MG 363 Professional Ethics (3)

This is a study of the theory and practice of professional ethics. Cases and essays by noted thinkers are studied and discussed in depth from a Christian perspective. Course will be tailored to individual student interests such as business, religion, etc. (Offered even years spring)

BS-MG 365 Sales and Sales Force Management (3)

This is a basic course dealing with the fundamentals of integrity based personal selling. Areas studied include understanding the sales industry and potential occupations; and the sales process including prospecting/qualifying, pre-approach/approach, sales presentation, sales resistance, closing and follow-up after the sale. Other areas include proper communication, customer relationships, buyer behavior and sales force management. Prerequisites: BS-MG 352 or permission of instructor. Offered alternate years fall.

BS-MG 367 Ecommerce and Social Media (3)

Through this course, students will explore principles of successful marketing in the virtual world. The student will investigate the economic role of ecommerce and its effect on consumers and business.

BS-MG 368 Operations Management (3)

This course provides students with the principles of operations management in manufacturing and service industries. Through the use of case study analysis, students will learn the systematic planning process of how inputs get turning into goods and services. Students will be exposed to the following topics: process analysis, forecasting, materials planning and management, quality and productivity, purchasing, inventory, technology and project scheduling. (Online Only)

BS-MG 369 Compensation Management (3)

This course will familiarize the student with the essential issues related to how an organization strategically manages its compensation and benefit system. Topics will include bases for pay, compensation system design, pay equity, legal issues, and challenges related to the contemporary market. The student will have the opportunity to evaluate the design, development, and implementation of compensation strategies to determine if these approaches result in increased organizational efficiency and effectiveness.

BS-MG 371 Introduction to Entrepreneurship (3)

This course is designed to provide an understanding of the administrative problems of small business through the study of organization, planning, communications, and control. (Offered even years fall)

BS-MG 372 International Business (3)

This course will introduce the student to international business and the economics and politics of international trade and investment, the functions and form of the global monetary system, the strategies and structures of

international business, and how to cope with cultural differences as a manager. The course may include an opportunity to visit a foreign country to observe first hand international differences. Prerequisite: permission of instructor.

BS-MG 450 Studies in Christian Management (3)

Capstone for the management/organizational leadership major. The student will have the opportunity to read a variety of contemporary authors writing on effective management and leadership, participate as part of a study team, and prepare and present his/her own philosophy of management and leadership. (Offered on demand).

BS-MG 451 Strategic Management (3)

This is the final capstone course including Accounting, Management, Entrepreneurship, Risk Management, and Organizational Leadership. A case method approach is used involving topics such as strategic planning, policy and ethics, among others. Group work, class presentation, discussion and participation are expected. This course is designed to be taken after the student has completed the business core. Prerequisite: Junior or Senior level standing. (Offered spring)

BS-MG 455 Money Management (1)

This course is a unique course, presented in an intensive series of workshops. Designed specifically for married or soon-to-be-married students, the course introduces the student to the distinctive budgetary issues involved with managing a home and family. Students will develop a financial plan and perspective based on Biblical principles of resource management.

Business: Risk Management/Insurance

BS-RM 205 Principles of Insurance and Risk Management (3)

An introduction to the concept of risk, the process of risk management, the concept and business of insurance, including fundamental doctrines, social value, loss exposures and protection,

insurance regulation, insurance carriers, reinsurance, marketing, underwriting and claims adjusting. This course aligns with the curriculum found in AINS 21 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to an AINS professional designation. (Offered spring)

BS-RM 305 Personal Insurance (3)

This course is an introduction to personal insurance topics including property and liability loss exposures, life and health loss exposures, and personal risk management. Other topics include personal auto and homeowners, personal property and casualty contracts, and an introduction to financial planning. This course aligns with the curriculum found in AINS 22 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to an AINS professional designation. Prerequisites: BS-RM 205. (Offered fall)

BS-RM 306 Commercial Insurance and Risk Management (3)

This course covers policy provisions and concepts common to various commercial multiple-line property and casualty contracts. This course aligns with the curriculum found in AINS 23 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to an AINS professional designation. Prerequisite: BS-RM 205 and BS-RM 305. (Offered spring)

BS-RM 312 Commercial Underwriting Principles (3)

The course will develop a solid understanding and effectively apply fundamental commercial underwriting principles to commercial property and liability exposures. The principles covered will enhance technical knowledge of underwriting in commercial organization and regulatory systems. The student will also further understanding in financial

statements and insurance products while strengthen communication and negotiation abilities in the field. This course aligns with the curriculum found in AU 60 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306 (Offered alternate years.)

BS-RM 343 Claim Handling Principles and Practices (3)

The course will construct a solid foundation in the application of effective good-faith claim investigation techniques. The practices in the claim handling process will equip the student to document claims, communicate effectively, and deal with fraud. There is a continued development in communication and negotiation skills. This course aligns with the curriculum found in AIC 30 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306 (Offered alternate years.)

BS-RM 358 Risk Management Principles and Practices (3)

This course will develop the technical knowledge needed to design a risk management program for hazard, operational, financial and strategic risks. The student will demonstrate an ability to identify, analyze, and treat risks by utilizing proven risk management and statistical analysis techniques. As the course progresses, students will make smarter financial decisions through the application of cash flow analysis to hazard and financial risks. This course aligns with the curriculum found in ARM 54 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306 (Offered alternate years.)

BS-RM 360 Foundations of Risk Management and Insurance (3)

The goals of Foundations of Risk Management and Insurance (CPCU 500 Institutes designation) are to enable the student to understand and apply basic concepts of risk management and insurance, to comprehend insurance within the larger context of risk management, to learn a systematic approach for analyzing property-liability insurance policies, and to understand the role of big data analytics in insurance and risk management. Each assignment of the textbook supports one or more of those goals.

BS-RM 380 Reinsurance Principles and Practices (3)

The course will develop an understanding of reinsurance types and common reinsurance treaty clauses. The practices taught will prepare students in different types of reinsurance and reinsurance programs to create quota share treaties, surplus share treaties, loss treaties (in property and casualty), and other reinsurance catastrophes. As students develop knowledge of reinsurance audits and regulations, they will apply loss reserve methods to calculate policies and reinsurance contracts. This course aligns with the curriculum found in ARE 144 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306, BS-RM 358, BS-RM 312, BS-RM 343 (Offered alternate years.)

Business (Sport Management)**BS-SM 200 Introduction to Sport Management (3)**

Includes the basic concepts of sport management, career preparation and professional opportunities. This course is a primer to the different areas that sports management practitioners must understand and master to be efficient in their careers.

BS-SM 395 Event Planning Practicum

This course is an elective course and it

will be conducted as practicum; therefore, the student will have to find a place where the practicum can be conducted. The instructor will oversee the practicum and the supervisor of the practicum will be the person appointed by the institution where the practicum is conducted. The purpose of this practicum course is to help the student develop an ability to plan, manage, budget, market, and evaluate events.

BS-SM 406 Issues & Trends in Sports (3)

This course will explore the latest philosophical issues and controversies which are impacting the area of sport. The student will explore the current and future trends of sport and how it may impact the society.

BS-SM 425 Administration in Sport & Fitness (3)

It is the goal of this course to introduce students to a variety of situations involving organization and administrative duties, and through this process, provide students with a broad range of organizational and administrative skills useful in the successful administration of athletic, school health, and physical education programs.

BS-SM 495 Internship [Sport Management] (3)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

BS-SM 497 Special Topics in Sport Management (3)

The Special Topics course is designed to allow the Sport Management staff to design specialized curriculum in response to current issue or special needs represented by the student learner. Current research and emerging issues are reviewed with an eye for the evolution of sports management.

Communications: Applied Departmental Studies**CO-AP 391 Readings in Communication (2-4)**

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in communication (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

CO-AP 393 Junior Project (Communication) (2)

This independent study course prepares the student for their Senior Project. Specific elements of the course will be decided upon with a project facilitator and articulated in a learner contract.

CO-AP 395 Practicum [Communication] (3)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

CO-AP 493 Research Project (2-4)

This independent study course culminates in the completion of a research project. The specific elements of the project will be decided upon with a project facilitator and articulated in a learner contract.

CO-AP 495 Internship [Communication] (3)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

CO-AP 498 Thesis [Communication] (3)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesis information and data related to a hypothesis or research question.

CO-AP 499 Portfolio (3)

This course is a seminar in which students will create a portfolio that represents their professional identity. The word "portfolio" is meant in the large sense of a comprehensive demonstration of career and professional artifacts. This is in contrast to a more narrowly focused resume or website. Through a series of short exercises and assignments, students will assemble a body of expertise and artifacts that make up an effective professional portfolio.

Communications**CO-CO 114 Oral Interpretation (2)**

This course incorporates critical reading, written analysis and performance of literary texts (poetry, prose and drama). Emphasis is placed on the ability to interpret the meaning of manuscripts and convey that meaning to the target audience.

CO-CO 216 Digital Publishing and Production (3) [First Two Semesters]**CO-CO 416 Digital Publishing and Production (3) [Remaining Semesters]**

This course introduces the student to the fundamentals of graphic design and production skills associated with digital production. The student will have the opportunity to develop design strategies with an emphasis on the editing process. This course can be repeated.

CO-CO 211 Principles of Speech (3)

A study of the principles of the major types of speeches. Includes a variety of practical experience ranging from impromptu to formal. Ministry students will be asked to deliver a sermon. Emphasis is placed on speech preparation for delivery.

CO-CO 220 Film Studies (4)

This course will give students the opportunity to explore the relationship between film and audience by understanding why people respond as they do to films. Film Studies will cover a wide range of concepts, theories, and ideas about the study of film – various “language systems” and the gamut of techniques used by filmmakers in conveying meaning. By referring to a wide range of films, students will have the opportunity to study how film culturally, politically, and spiritually impacts society.

CO-CO 221 Introduction to Mass Media (3)

An introductory course designed to familiarize the student with the role of media within modern society. Particular attention is given to the uses, roles, and impact of print and electronic media.

CO-CO 311 Advanced Professional Communication (3)

This course includes in-depth discussion of current communication topics including workplace diversity, technology, correspondence applications, proposals, business plans, visual aids, teamwork, interpersonal communications, listening, nonverbal messages, presentation skills and employment communication. Positive, neutral, goodwill, negative and persuasive letters will be prepared. Prerequisites: EN-CP 103, EN-CP 104.

CO-CO 312 Interpersonal Communications (3)

This course is an oral communications course designed to acquaint students with the basic concept of human communication, as well as the more specialized skills needed in developing and maintaining interpersonal relationships. Self-concept, self-disclosure, perception and relationship development are the major units covered, along with special attention given to communication on the job, in the classroom and with one’s peers. Offered alternate years.

CO-CO 320 Cross Cultural Communication (3)

The course is designed to examine the principles and processes of communicating from one culture to another. Through this course the student will have the opportunity to investigate domestic and international aspects of cross-cultural communication including how culture shapes values, beliefs, worldviews and behaviors. The student will also discover how these same issues impact interpersonal and mass communication. Other topics will include investigation relative to the dynamics of both verbal and nonverbal communication; barriers to communication; ethnic, racial, and other identity movements; cross-cultural immersion; cross-cultural adaptation; and cross-cultural conflict and negotiation. Furthermore, students will have opportunity to discuss strategies for practical application that will address these issues and integrate Christian values.

CO-CO 323 Media Production I (3)

This course is designed to introduce the student to the principles of video and broadcasting techniques and technologies. The use of video editing and motion graphics will be explored, with students learning to use Adobe Premiere Pro. Production techniques related to broadcasting will also be explored. Students will learn the operation of basic broadcasting equipment and develop broadcasting skills through the completion of several hands-on projects.

CO-CO 340 Public Relations (3)

This course is designed to equip the student with the tools needed to develop proficiency related to managing an organization’s reputation and influencing public opinion. Specific attention will be given to the practical application of writing and media usage related to public relations.

CO-CO 412 Persuasion/Argumentation [WI] (3)

This course will concentrate on the advanced learning of mechanics and developing ideas of the speaker. Emphasis will be on the development and delivery of persuasive and

argumentative speeches. Prerequisite: CO-CO 211. (Offered alternate years)

CO-CO 423 Media Production II (3)

Building on the techniques presented in media productions I, the student will enhance specific skills related to broadcasting. The student is required to develop an idea and take it through the production process (i.e. planning, preproduction, storyboarding, cinematography, editing, distribution, presentation, etc.). Attention will be given to aesthetic development and professional critique.

CO-CO 428 Ethics in Media (3)

This course offers the foundation and frameworks of media ethics. The application of basic concepts of ethics to media performance in news, advertising, and entertainment and case studies in assessing media performance.

CO-SM 491 Senior Seminar [Communication] (1)

This course is offered as a “capstone” course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life).

Cybersecurity/Data Science *(All courses taught through a partnership with RIZE)

CYBER I Introduction to Cybersecurity* (3)

In today’s world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you’ll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you’ll learn how to make the Internet safer.

CYBER II Career Navigation and Exploration in Cybersecurity* (3)

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you’ll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you’ll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them.

CYBER III Network and System Security* (3)

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

CYBER IV Cybercrime and Governance (3)*

This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes, and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem.

CYBER V Security Operations* (3)

The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn’t occur in the first place.

CYBER VI Ethical Hacking* (3)

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You’ll learn the tools to launch these offensive tactics, and then complete a hands-on project where you will be asked to ethically hack a real system.

CYBER VII The Future of Cybersecurity* (3)

Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks.

CYBER VIII Cybersecurity Capstone* (3)

The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications.

DAM I Foundations of Data Analytics I* (3)

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results.

DAM II Foundations of Data Analytics II* (3)

This course is intended as a

continuation of Foundations of Data Analytics I. In this course, you'll conduct more advanced analysis and data manipulation using spreadsheets. You will also expand your data analytics toolkit by learning the basics of the programming language Python, enabling you to solve a wider range of data problems. Additionally, this course introduces predictive models.

DSM I Data Science I* (3)

This course is an introduction to data science in Python. You'll use advanced visualization and predictive modeling tools to turn raw data into actionable insights. You will also learn how to use SQL to navigate databases.

DSM II Data Science II* (3)

This course is intended as a continuation of Data Science I. This course takes a deep dive into machine learning models, natural language processing, and time series in Python.

DSM III AI and Machine Learning* (3)

This course is a technical approach to cutting-edge AI methods. Students will productionize machine learning models to solve business problems, evaluate modern AI use cases (such as computer vision) and adapt Large Language Models (LLMs) for specific applications.

DSM IV Data Science Practicum* (3)

In this capstone course, students engage in a hands-on business analytics project, tackling a real-world data problem from start to finish. This immersive experience equips students with the skills needed for their future roles as analysts, with a special focus on honing job interview skills and communicating findings to stakeholders. Students will also learn how to build a portfolio for their job search.

DSM V Career Navigation and Exploration in Analytics* (3)

This course will help you find a job in Analytics upon graduation. Not just any job; one that excites you and meets your financial needs. In this course, you will explore career paths in Analytics, potential salary outcomes, and the skills you need to understand whether

these salary outcomes will support you. This exploration will lead you to identify target jobs and opportunities. You will then plan the steps you need to take to achieve your goals and begin executing that plan.

COMPS II Programming for Everyone I* (3)

Programming is not just about coding; it's about solving problems and thinking logically. This course is a general introduction to coding in Python, one of the most popular and powerful programming languages. Step-by-step, you'll use functions, logic, loops, and libraries to take your ideas from concept to reality. By the end, you'll be able to create useful applications from scratch, but more importantly solve technical problems - a key skill for everyone.

COMPS III Programming for Everyone II* (3)

This course teaches you to build data-powered software products. Building on fundamentals of Python programming, you'll learn how to build software that interacts with other software, stays up-to-date, and is something that people want to use and build on top of. In doing so, you'll master all the skills necessary to pursue advanced programming and app development.

COMPS IV Algorithms* (3)

Imagine having to wait hours to buy a product online due to slow load speeds. That's the world without efficient algorithms. Algorithms are crucial for many everyday applications, such as enabling GPS systems to find the best routes and online stores to load quickly. In this course, you'll uncover the magic behind algorithms, learning divide-and-conquer, dynamic programming, and greedy algorithms. By the end, you'll build scalable applications that won't break.

COMPS V Data Structure* (3)

Ever wondered how search engines like Google can find what you need in milliseconds? The secret lies in efficient data structures. In this course, you will learn the fundamentals of data

structures and why they are so crucial for optimizing performance. You'll explore linked lists, stacks, queues, trees, and graphs, and learn where to use them. By the end, you'll implement these structures to make your programs faster and be well-prepared for coding interviews.

Education: Applied Departmental Studies

ED-AP 386 Classroom

Observation/Field Experience (1-3)

A facilitated experience exposing individuals to the educational environment. Students are required to log and reflect on exposure to educational environments and experiences in the field. Level of involvement and scope is negotiated with the local school and the department.

ED-AP 393 Internship [Paraprofessional] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

ED-AP 395 Practicum [Education] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

ED-AP 491 Readings in Education (3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in education not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a

project or paper to be used for final evaluation.

ED-AP 495 Internship [Education] (2-4)

The internship is designed to introduce the student to the environment and practices associated with the field of education. The specific aspects and requirements of the internship will be articulated with the intern advisor, though most experiences will require 40 hours of direct contact with a local school for each hour of credit. Students will be required to participate in daily school related functions and responsibilities.

Education

ED-CC 100 Introduction to Education (2)

An active study of the history and process of education: The role of teachers and how schools are run. Designed for students who want to explore education—what it is, where it has come from, where it is going—to examine motives for becoming educators. Requires actual experience in a public school classroom.

ED-CC 110 Early Field Experience (1)

This course requires 30 clock hours of observation and participation in a school setting. The successful completion of this one-hour course is required for all education majors. It is normally concurrent with ED-CC 100.

ED-CC 120 Culturally Diverse Field Experience (1)

This course requires 30 clock hours of observation and participation in a culturally and ethnically diverse school setting. The successful completion of this one-hour course is required for all education majors.

ED-CC 151 Health and Movement in Grades K-12 (2)

A hands-on study of strategies and methods used to integrate health, movement, and overall wellness into the elementary classroom. Pre-service teachers will learn how to create an active classroom, use movement to reduce stress, teach about health through interactive technology, and how to make social emotional learning

part of their everyday classroom routine. *Prerequisites: Must apply to teacher education or consent of department chair.*

ED-CC 265 Instructional Media & Technology (2)

This course is designed to acquaint prospective teachers with current technology and its application to K-12 education. In class and out of class methods will be explored. A sampling of topics will include, but not be limited to presentation software, laptop/desktop computers, DVD, digital media, websites, pod and web casting, internet, Blackboard, research, wiki creation and management, online coursework, and virtual classrooms.

ED-CC 280 Educational Psychology & Fundamentals of Learning (4)

This course is a study of the nature and process of learning within the human brain. It will include the latest research from neuroscientists related to how the brain learns as well as educational learning theories and theorists. Basic principles of brain-based teaching including how the brain processes information will be examined. The course will explore the psychology of human growth and learning, memory, attention, circadian rhythms, gender differences, learning preferences, developmental issues, classroom learning environments, and developmental learning issues.

Emphasis will be on how the individual can use this research to create effective instruction for students. *Prerequisite: SS-PY 110.*

ED-CC 281 Principles of Teaching and Learning (3)

This course focuses on teaching and learning fundamentals. It includes a study of the nature and process of learning within the human brain from the latest neuroscientific research related to how the brain learns as well as educational learning theory and theorists. Topics include writing an effective lesson plan, composing objectives, using Blooms Taxonomy and the domains of learning, how to prepare for differentiation techniques in the classroom, applying

differentiation into classroom situations, micro teaching, classroom learning environments, setting up successful safe spaces for learning, pacing and flow in a lesson, understanding wait time and how to incorporate it into a lesson, and understanding how to evaluate students based off of student learning styles. *Prerequisite: SS-PY 110.*

ED-CC 300 Exceptional & Diverse Learners (3)

Through this course, the teacher candidate will be able to identify the characteristics and diversity of special needs students. They are often referred to as those with exceptionalities. This would include language barriers, emotional issues, social and cognitive differences.

ED-CC 310 Educational Assessments & Statistics (3)

An overview of the use of formal and informal assessment strategies in making decisions about learning outcomes. Additionally, a study of basic concepts and operations in descriptive and inferential statistics and their application to education. Included will be graphic representation, measures of central tendency and dispersion, probability theory, and various significant tests of relationship, association, and correlation. *Prerequisite: Acceptance into the Educator Preparation Program.*

ED-CC 315 Classroom Management (2)

Classroom Management is designed to equip students with the knowledge and skills needed for improving their instruction methods. This course will explore ways to help students develop understanding of different learning needs, provide strategies for creating classroom environments that facilitate optimal learning, utilize organizational methods that maximize instructional time, and serve as a foundation for developing a personal approach to managing a classroom. *Prerequisite: Acceptance into the Educator Preparation Program and junior status or higher.*

ED-CC 400 Philosophy of Education [WI] (2)

This course covers the historical background of education in the United States. Inherent within this study is the role of nonpublic and public education and their respective philosophical tenets. Nonpublic would include Christian education, private college preparatory institutions, and home schooling. Notable contributions from across the spectrum will be studied and discussed, as the student seeks to develop his own personal philosophy of education. Prerequisite: Junior Standing, Acceptance into the Educator Preparation Program and MT-PH 261.

ED-CC 410 Professional Practices in Education (2)

This course is designed to enable candidates to engage in professional practices in their prospective schools and directly related to their content area. This includes, but not be limited to, exploring topics and scenarios related to ethics in education, resume building, job searches & interview techniques, professional expectations in the career field, and opportunities for professional development beyond the student teaching experience. Students can also expect to engage in discussion related to current issues and trends in education. This course is taken concurrently with ED-CC 450: Student Teaching. Prerequisites: Acceptance into the Educator Preparation Program, Pass Level II, ED-EE 380 or ED-SE 381.

ED-CC 450 Student Teaching (12)

The student teaching experience is a capstone course designed to allow teacher candidates the opportunity to practice the skills and techniques necessary to become an effective educator. Candidates will plan and teach lessons, supervise classroom activities, implement methods of assessment, and help create a culture of respect and learning in their classroom and building. Teacher candidates will serve in the capacity of student teacher for a minimum of 14 weeks under the supervision of a licensed and experienced educator in their content area. The structure of

each placement may vary depending on the teacher candidate's content area. Students enrolled in this course must be concurrently enrolled in ED-CC 410. Prerequisites: Acceptance into the Educator Preparation Program, Pass Level II, ED-EE 380 or ED-SE 381.

Education (Elementary)

ED-EE 226 Children's & Adolescent Literature (2)

This course focuses on literature for children from preschool through adolescence, seeking to provide both an appreciation of the literature's worth and the confidence necessary to present the material in a classroom setting. We will read a wide variety of literature and discuss how children might respond to the stories and how to meet their specific needs.

ED-EE 340 Foundations of Literacy (3)

A study of the nature and process of reading, the research related to language acquisition and instructional methods for developing reading skills and comprehension. Emphasis is placed on the progression of reading development, including an intense study of grapheme, morpheme, and phoneme awareness. Biological, genetic, cognitive, environmental, and instructional factors that interact to influence reading development will also be discussed. Prerequisite: Acceptance into the Educator Preparation Program and ED-EE 226.

ED-EE 341 Emergent Literacy & Assessment (4)

A study of the theories and principles that guide emergent literacy instruction. Focus is on the cognitive development of the young reader and how it relates to brain-based research. Emphasis is placed on the components of reading and effective strategies for planning and implementing reading instruction. Assessment tools and remediation techniques are examined and applied. Prerequisite: Acceptance into the Educator Preparation Program and ED-EE 340.

ED-EE 343 Elementary Language Arts Methods (3)

This course is designed to acquaint the

student with the language arts requirement of the Kansas State Department of Education. It will include instruction on oral and written expression in multiple areas such as narrative, expository, technical, and persuasive. Careful attention will be given to instructional strategies and the variety of means of assessment and evaluation of student progress. Students will be required to examine the impact of culture, family, and society on the development of language arts. Developmental issues will be addressed as they interface with language arts. Prerequisite: Acceptance into the Educator Preparation Program and EN-CP 105.

ED-EE 345 Elementary Mathematics Methods (3)

This course comprises the integration of math concepts, principles and applications with sound developmental pedagogy. Participants will develop skill appropriate lessons to be presented in a classroom-like setting. Assessment and evaluation procedures will be studied. Curriculums and their implementation will be investigated. Data collection, interpretation, and means of communication will be explored. Prerequisite: Acceptance into the Educator Preparation Program and NS-MA 104.

ED-EE 346 Elementary Science Methods (2)

This course is designed to introduce students to the teaching of basic science in grades K-5. It will include instruction and practice of scientific process skills in the basics of life and physical science. Integration between science disciplines will be emphasized. Students will explore methods of designing, implementing, and evaluating hands on, real life discovery experiences in science. Prerequisite: Acceptance into the Educator Preparation Program, biology and physical science courses.

ED-EE 347 Elementary Social Science Methods (2)

This course is designed to meet the

KSDE standard for teaching elementary school social studies in grades K-6. Students will gain knowledge of social studies structures through exploring standards, content, methods, and materials used in the process of teaching social studies. Methods include the use of concrete experiences, technology, collaboration, inquiry, and problem solving. Prerequisites: Acceptance into the Educator Preparation Program, HU-HI 113, and U.S. History Course.

ED-EE 348 Elementary Fine Arts Methods (2)

This course covers the integration of the fine arts into the classroom. Students will be challenged to investigate the educational, communicative and aesthetic value of music, drama, and other arts. The student will learn how to promote artistic development, through the use of various artistic tools and methods. Prerequisite: Acceptance into the Educator Preparation Program, HU-AR 101 and MU-MU 105 or HU-AR 100.

ED-EE 380 Field Experience [Elementary] (1-4)

In this practicum experience, the teacher candidates participate in the life of an assigned elementary school as a member of the overall learning community. Students are required to complete the required number of volunteer hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include experiences such as teacher assistance, small group instruction, library assistance, and one-on-one tutoring. This course may be taken at an urban or international school. The distinction will be recorded on the transcript. Prerequisite: Acceptance into the Teacher Education Program and Junior Standing.

ED-EE 442 Advanced Literacy Instruction & Assessment (3)

A study of the literacy development of the intermediate-grade child. Examines the attitudes, knowledge, and skills necessary to effectively assess and instruct children in the development of

higher-level literacy skills. Emphasis is placed on formal and informal diagnosis and interpretation, planning and implementing instructional activities, and the use of technology to extend and support reading instruction. Focus is on applying diagnosis and remediation across the curriculum to diverse student populations. Prerequisite: Acceptance into the Educator Preparation Program, ED-EE 340 and ED-EE 341.

Education (Physical Education)

ED-PE 350 PreK-6 Physical Education Methods (2)

This course is designed to expose students to the pedagogy and curriculum in elementary physical education that purports a developmental approach to the successful acquisition of fundamental movement. The course offers a blend of theory and practice, as students engage in activities that are designed to teach movement within a holistic framework. Experiential activities include interdisciplinary teaching, the competition-cooperation link, body/mind challenges, multicultural, rhythmic, dance, and innovative games. Prerequisite: Acceptance into the Educator Preparation Program.

ED-PE 351 6-12 Physical Education Methods (2)

Study of effective teaching with emphasis on teaching methods, student learning time, classroom management, and program planning. This course includes a ten-hour practicum placement in a secondary education classroom. The purpose of this course is to analyze the teaching methods utilized in effective instructions and to help students understand the essential elements of teaching physical education at the secondary level. It is a hands-on, practical means of introducing the students to activities and procedures related to secondary physical education. Prerequisite: Acceptance into the Educator Preparation Program and take concurrently with ED-PE 350.

ED-PH 352 Health Education Methods (3)

This course prepares teachers with skills and knowledge necessary to work in the area of school health education at the elementary, middle and secondary level. The course will focus on the coordinated school health approach, classroom management, health pedagogy and assessment methodology across content areas, as well as various teaching resources. Students will also participate in observing and interviewing teachers in a health classroom setting. Students will also experience episodic peer teaching opportunities. Prerequisite: Acceptance into the Educator Preparation Program

Education (Secondary Education)

ED-SE 381 Secondary Teaching Methods (3)

The Secondary Methods course is designed to provide a foundation for classroom methodology and development and implementation to standards-based instructional activities, lessons, and assessments. Through unit development and microteaching, students will develop a working knowledge of pedagogy and state content standards. Prerequisite: Acceptance into the Educator Preparation Program.

ED-SE 385 Field Experience [Secondary] (1-4)

In this practicum experience, the teacher candidates participate in the life of an assigned secondary school as a member of the overall learning community. Students are required to complete the required number of volunteer hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include experiences such as teacher assistance, small group instruction, library assistance, and one-on-one tutoring. This course may be taken at an urban or international school. The distinction will be recorded on the transcript. Prerequisite: Acceptance into the Teacher Education Program and Junior Standing.

English: Applied Departmental Studies

EN-AP 391 Readings in English (2)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in English studies not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

EN-AP 493 Senior Research Project (2-3)

This facilitated experience provides the student the opportunity to demonstrate integration of skill and knowledge through applied research and the development of a research presentation. The topic of the research is negotiated with the faculty sponsor.

EN-AP 495 Internship [English]

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

English (Composition)

EN-CP 090 English Essentials (2)

This course will teach students the steps in the writing process as well as strategies for academic success. Students will be shown how to write and evaluate essays in a variety of rhetorical modes first by instructor modeling, then collaboration with the instructor, and then students will write independently. Students will begin the course with paragraph writing and end the course with multi-paragraph essay in preparation for future writing courses. Students receive direct instruction in mechanics, usage, grammar; and writing style. Students are required to apply all attained skills to all writing assignments. Instruction on academic integrity and the use of

Turnitin is included. This is a developmental course. Credit will not apply toward the degree, but the hours will count in the semester load.

REQUIRED OF ALL STUDENTS WITH AN ACCUPLACER ENGLISH SCORE 236 OR BELOW. MINIMUM PASSING GRADE IS A "C-".

Students may receive credit for only one of the following courses: EN-CP 090, EN-CP 102, or EN-CP 120.

EN-CP 103 English Composition I (3)

Instruction and practice in personal expository essays and paragraphs, with emphasis on correct writing.

Prerequisite: Accuplacer English score of 237 or above or EN-CP 090 (C- or better) *Students may receive credit for only one of the following courses: EN-CP 103, EN-CP 111, and EN-CP 121. For online programs, this course replaces EN-CP 111 Writing for Life. Must receive a C- or better in this course to take EN-CP 104.*

EN-CP 104 English Composition II (3)

Instruction in writing with emphasis on research and analytical exposition. Required for graduation. Prerequisite: EN-CP 103 (C- or better). *Students may receive credit for only one of the following courses: EN-CP 104, EN-CP 105, EN-CP 112, and EN-CP 122. For online programs, this course replaces EN-CP 112 Writing for College. Requires a grade of C- or better to be considered complete.*

EN-CP 115 Literary Publication (2) [Non-Major]

EN-CP 215 Literary Publication (2) [Major – First Four Semesters]

EN-CP 415 Literary Publication (2) [Major – Remaining Semesters]

This course focuses on the production and publishing of different literary periodicals, magazines, and other publications. The student will be exposed to journalistic writing concerning the arts and humanities, editing literary writing for publication, and effective layout for artistic images and text. Experience is gained through the production of the College's literary and visual anthology and the College's creative writing anthology. This course can be repeated. Pre-requisite: EN-CP 103 or permission of the instructor.

EN-CP 210 Introduction to Creative Writing (3)

This course explores the creative writing process through all its stages— invention, composition, revision, and completion—with a special focus on two major literary genres: poetry and short fiction. Alternate years.

EN-CP 220 Forms of Narrative Writing (3)

Stories are powerful, and writing stories engages that power in meaningfully different ways than literary study. Building on skills developed in Creative Writing (EN-CP 210), this course is a focused examination of the process of story writing, in all its elements and through all its phases, within the application setting of a collaborative writers' workshop. The ultimate goal is to equip and train student writers further to practice the narrative craft with skill and insight. Co-requisite: EN-CP 210.

EN-CP 275 Literary Publication Editorship [First Four Semesters]

EN-CP 475 Literary Publication Editorship [Remaining Semesters]

Editorship provides the advanced student with opportunities in literary production leadership. This course can be repeated. Prerequisite: Selection as an editor and permission of the Instructor.

EN-CP 320 Forms of Poetic Writing (3)

Words can express truth and beauty in poetry or prose, but the role of poetry is to push beyond the limits of prose: poetry points to truth beyond ordinary expression, and poetry leads the heart into beauty beyond mere description. Building on skills developed in Creative Writing (EN-CP 210), this course is a focused examination of the process of poetry writing, in all its elements and through all its phases, within the application setting of a collaborative writers' workshop. The ultimate goal is to equip and train student writers further to practice the poetic craft with skill and insight. Prerequisite: EN-CP 210.

EN-CP 402 Advanced Grammar (3)

An in-depth study of the linguistics and

grammar of the English language as spoken in the United States. Traditional, structural, and transformational analysis will be utilized to study the more complex and subtle constructions of American English. Alternate years. Prerequisites: Upper division standing or permission of the instructor.

EN-CP 408 Advanced Creative Writing & Composition (3)

An intensive exploration of a genre of subject matter. The course provides the student the opportunity to apply critical thinking and research skills with the intention of developing and authoring a unique text, prose, copy, or piece. This course is the Upper level Writing Intensive and Capstone course.

English (Language)

EN-LG 321 Linguistics (3)

A review of the facts and phenomena of the English language through the study of phonology, morphology, syntax, semantics, and historical linguistics. The course is about the human mind and how our minds acquire language, use language, and pass it on to later generations. This course will look at the English language within society and will aim to enhance language awareness.

English (Literature)

EN-LT 205 Introduction to Literature [WI] (3)

An introduction to three major genres of literature (short story, poetry, and drama) through reading, viewing, discussing, and analyzing works from these genres. Study will focus on the unique elements and characteristics of each genre as illustrated through individual works.

EN-LT 217 Introduction to World Literature [WI] (3)

This course is an overview of literature's development throughout the world since the 17th century. It will cover all genres of literature and, of course, include works from different cultures allowing the study to focus on unique elements and characteristics of the cultures represented.

EN-LT 220 Film Studies [WI] (4)

This course will give students the opportunity to explore the relationship between film and audience by understanding why people respond as they do to films. Film Studies will cover a wide range of concepts, theories, and ideas about the study of film – various “language systems” and the gamut of techniques used by filmmakers in conveying meaning. By referring to a wide range of films, students will have the opportunity to study how film culturally, politically, and spiritually impacts society. Alternate Years.

EN-LT 222 Studies in Poetry [WI] (3)

An in-depth study of different types of poetry and the characteristics of each. The course will include analysis and interpretation of the styles, techniques and forms of multiple genres. Alternate years.

EN-LT 225 Literature & Film [WI] (3)

This course explores the complex relationship between literature and film adaptations. Selected novels are analyzed in relation to film versions of the same works in order to gain an understanding of the psychological, sociological, political, philosophical, and theological ideas within.

EN-LT 230 Introduction to Shakespeare [WI] (3)

A critical study of representative historical plays, tragedies, and comedies with emphasis on the unique characteristics of Shakespeare's style. The course includes an analysis of individual plays and a research project. Prerequisite: Sophomore standing or permission of instructor.

EN-LT 260 Themes of Contemporary Fiction [WI] (2)

The course will provide students with the opportunity to identify common themes in contemporary literary fiction, interpret those themes through a Christian perspective, apply their knowledge of these themes to the works studied in the course, analyze the literature through a variety of methods, compose a variety of reflection and critical research papers, and appraise the themes they have

studied throughout the course through discussion, a critical research paper, and reflection papers. It is recommended that students have completed College Writing & Research before enrolling in this course.

EN-LT 301 American Literature (3)

A chronological overview of the development of American literature from the founding of the country to the present. It will cover all genres of literature and include critical reading and analytical writing. Alternate years. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 302 Adolescent Literature [WI] (3)

A brief overview of the history of adolescent literature by studying the prose, poetry, and illustrations of adolescent literature. Alternate years.

EN-LT 304 British Literature I (3)

This course is a chronological survey of the development of literature in Great Britain from the Middle Ages to the Restoration and the Eighteenth Century and is designed to introduce students to English literature with its history not only of steady development and continuity but also of sudden revolution and astonishing originality. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 305 British Literature II (3)

This course is a chronological survey of the development of literature in Great Britain from the Romantic Period to the Twentieth Century and after and is designed to introduce students to English literature with its history not only of steady development and continuity but also of sudden revolution and astonishing originality. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 307 C. S. Lewis [WI] (4)

A study of representative writings of the literary scholar C. S. Lewis. Students have an opportunity to visit the UK to gain insights into Lewis' written works and life values. Alternate years. Prerequisite: EN-CP 103, EN-CP 104 or

EN-LT 105 or Permission of the Instructor.

EN-LT 308 Fantasy, Film, & Faith [WI] (2)

In contemporary culture, movies are often considered the most important way stories are communicated. Using the genre fantasy, writers, directors, and producers are able to create scenarios by creating other worlds to address important topics that need to be addressed and considered. Throughout this course, the student will create for themselves a methodology for film criticism, theological interpretation of film, and be able to narrow down the many aspects of story as it applies to fantasy films. Alternate years.

EN-LT 415 American Novel (3)

Study of the development of the American novel from the 18th to the 21st centuries and how these works reflect and react to the culture of the time period in which they were written. The analysis and interpretation will include universal themes common to multiple cultures. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 417 British Novel (3)

This course is a chronological survey of the development of the novel in Great Britain. Study will focus on the unique elements and characteristics as illustrated through individual works. Texts will be read with attention both to the historical & cultural contexts and to the individual voices speaking within (or against) these social milieus. Prerequisite: EN-LT 205 or Permission of the Instructor.

General Studies

GS-EL 100 International Seminar (3)

An introduction to the necessary skills and resources to be a successful international student. Students interact with College personal and resources, as well as receiving an introduction to specific intuitional jargon, idioms, literature, worldview, and philosophy.

GS-EL 101 Culture in Context (3)

Students engage western culture trips, special events, host-home visits,

speaks, and other unique learning opportunities. Through these experiences, students gain insights into western history, worldview, philosophy, perspective, and lifestyle. Students will interact with document and literature that have shaped the cultural context of the College and region. *Pass/Fail, non-repeatable.*

GS-EL 102 Conversation Lab (1)

Designed to strengthen English comprehension and verbal skills. Discourse with English speaking students provides opportunities to enhance conversational mastery. *Pass/Fail, repeatable.*

GS-SM 104 First Year Seminar (1)

The purpose of this course is to equip the students with skills related to success in college. Topics covered will include career interest, values, aptitudes, spiritual gifts, history of CCC, entry survey, liberal arts education, time management, volunteer service, study skills, money management, etc.

GS-SM 105 Essentials for College Success (3)

This course acquaints students with the technical aspects of online learning as well as expectations for college level academic work. Topics covered include computer formatting skills for written work, how to navigate the Canvas learning management system, utilizing MS Word, as well as internet and database searches for academic research. Online reading and video materials provide student knowledge of what is critical thinking and apply this learning to reflect deeper levels in their weekly assignments. (Online Only)

GS-SM 399 Professional Portfolio (0-1)

Designed for the junior year, this course is designed to assist students in assessing vocational pathways, evaluating educational experiences, and preparing resources for career acquisition or graduate study. Under the direction of a mentor, the student will develop a portfolio highlighting needed competencies for employment or admission to graduate school. *Course is Pass Fail*

GS-SM 465 Applied Research Project [WI] (3)

The Applied Research Project is a major research effort designed to enhance knowledge in an area related to one's work or community and provide research skills to assist in effective decision making. The adult learner completes a research project related to his/her employment environment. Statistical analysis concepts and methods assist the adult learner in identifying a topic, collecting data, and measuring results. A college faculty member monitors the progress of the independent study, and an on-site contact makes certain that the adult learner devotes at least 200 clock hours to the project. An oral report of initial project findings is given by each adult learner in this term. (Online Only)

GS-SM 499 Senior Portfolio (0)

This non-credit bearing seminar is designed to review, assess, and complete the portfolio process initiated in GS-SM 399. Students complete final assessments and submit portfolios. *Course is Pass/Fail*

GS-ST 100 Study Techniques (2)

Instruction and practice in college level study skills; textbook reading and marking, note taking, test taking, time management, concentration and memorization.

GS-ST 104 Career Exploration (2)

Designed to aid college students in making a career-oriented assessment of their abilities, personality needs, interests, and strengths through the process of learning, relating, exploring, and identifying. The class also concentrates on developing successful job-hunting skills and techniques, including films, panel discussion, and materials on finding job openings, applying for jobs, interviewing, and writing resumes.

GS-ST 110 Critical Thought, Literacy, & Critique (3)

The course acquaints students with logic, reason, and critical thought. Experiences designed to develop analytical reading, reasoning, and rhetoric skills serve as the primary basis

through which students develop independent and critical thinking.

GS-ST 120 Pathways to Lifelong Learning (3)

Building on concepts introduced in the Essentials course, this course allows students to engage the academic experience as a journey toward fulfillment of God's creative call on his or her life. From a student success perspective, the use of comparison and contrast, analysis, and problem-solving assignments contribute to further development of critical thinking skills as students assess their educational and vocational goals. Specifically, the course explores obstacles and ways to leverage identified resources. A final project consists of students conceptualizing their life journey (using the Core Four) and how realizing their educational goals will create avenues for life achievement. (Online Only)

Healthcare (Business)

HC-BS 300 Patient Communication & Service Excellence (3)

This course emphasizes respectful communication interactions in a wide range of healthcare settings. Strategies for effectively communicating with patients of all ages, as well as abusive, depressed, or impaired patients, are illustrated through examples and various scenarios. The course helps students focus on developing self-awareness and skills. (Online Only)

HC-BS 301 Introduction to Health Information Management (3)

This course provides an introduction to the health information management field with an emphasis on the study of record keeping practices in various healthcare settings. Topics include the structure of healthcare organizations, the management of patient medical records, release of patient information, forms control and design, indexes, registers, regulatory accrediting agencies, and recent healthcare reform agendas. Additionally, legal and ethical issues applicable to health information will be discussed. (Online Only)

HC-BS 322 Recruitment and Selection in Healthcare (3)

This course presents the human resources management focus of recruitment and staffing selections in a healthcare setting. Students will be exposed to the methods and processes for this task and an appreciation for how to human resources management function plays an important strategic role for the organization. (Online Only)

HC-BS 325 Training and Development in Healthcare (3)

This course provides an introduction to training human resources in healthcare organizations. Training topics include adult learning theories, needs assessment, feedback models, evaluation, planning, and instructional design. (Online Only)

HC-BS 330 Healthcare Reimbursement (3)

This course provides an overview of the various U.S. healthcare payment systems and how they function. Topics include the foundations of insurance, emergence of HMOs and managed care, private and public reimbursement, risk management, and the role of billing and coding in reimbursement. Additionally, students will learn how various healthcare facilities such as hospitals, clinics, and outpatient centers are reimbursed for their services. (Online Only)

HC-BS 340 Healthcare Marketing Strategies (3)

This course provides students with an overview of the strategic marketing function in healthcare organizations. Students will be exposed to the role that marketing plays in healthcare. (Online Only)

HC-BS 341 Marketing the Private Medical Practice (3)

In this course, students will be exposed to the various marketing strategies employed by physicians in private practice, with an emphasis on internet and social media marketing. Topics include marketing for competitive advantage, direct marketing, web site design, and practice branding. (Online Only)

HC-BS 342 Principles of Business in Health (3)

This survey course examines the principles of business operation as they apply in the healthcare setting. Topics include the business environment, starting and growing a business, management, human resource management, marketing, finance and international business. (Online Only)

HC-BS 361 Introduction to Medical Practice Management (3)

This course provides an overview of all aspects of the medical practice. Topics include marketing, patient communication, customer service, specialty practices, financial management, and the roles of medical office personnel. (Online Only)

HC-BS 364 Ethical Issues in Healthcare (3)

This course raises student awareness about current ethical issues in healthcare. Students will be able to enhance their own moral and ethical reasoning by analyzing and responding to case studies in healthcare management, drawn from actual ethical concerns faced by healthcare clinicians, administrators and managers. Students will engage in decision-making activities in order to apply related principles of ethics to current events in healthcare. (Online Only)

HC-BS 378 Principles of Managed Care (3)

This course provides an introduction to the foundations of the managed healthcare system in the United States. Students will be exposed to the operational aspects of managed care and health insurance in the commercial sector. Different forms of managed healthcare will be presented. (Online Only)

HC-BS 410 U.S. Healthcare Systems (3)

Topics covered will include history, orientation to the US Healthcare Delivery System including discussion about the organization of healthcare providers such as clinics, hospitals. Nursing homes and related healthcare facilities. Additional topics include

professional roles in healthcare, healthcare planning, regulation, quality, politics, and major healthcare reform issues challenging the industry today. Students will appreciate the complexity of relationships among cost, quality and access in healthcare. (Online Only)

HC-BS 412 Knowledge Management in Healthcare (3)

This course exposes students to the theories of knowledge management in corporations and organizations. Topics include knowledge repositories, communities of learning, role of librarians and information specialists, and applications of technical knowledge management. (Online Only)

HC-BS 415 Leadership & Change in Healthcare (3)

This course concentrates on the development of students' abilities to exercise leadership at the management level in healthcare organizations. The focus is to help leaders understand how best to motivate and coordinate employees and the responsibilities of leaders in leading change within an organization. Students will explore leadership theory and practice as it applies to the healthcare sector. (Online Only)

HC-BS 417 Healthcare Administration (3)

This survey course introduces the healthcare administrator's role in a healthcare system. Topics include organization, policies, ethics, finance, and structure and delivery of healthcare services. Students will be exposed to complex challenges and trends in the healthcare system today. (Online Only)

HC-BS 421 Statistics for Healthcare Managers (3)

This is an introductory course in statistics applied to the healthcare setting. Course outcomes include the ability of students to analyze statistical data, understand the role of statistical theory, and determine appropriate statistical methodologies. (Online Only)

HC-BS 426 Financial Management in Healthcare (3)

This course provides students with an introduction to finance in the healthcare setting and exposes students to the financial management techniques used by healthcare professionals. Topics include billing and coding/reimbursement, the legal and regulatory environment, revenue determinants, managed care finance, financial statement analysis, financial accounting, costing and financial decision-making. (Online Only)

HC-BS 491 Seminar in Healthcare Management (3)

This course is an advanced seminar based on contemporary topics in health service delivery. Students will engage in case study analysis and will apply what they have learned in the program to topics such as leadership, accountable care organizations, ethics, and the changing healthcare environment in today's global environment. Additionally, issues related to multi-health systems integration, collaborative care, physician/hospital organizations, and alternative delivery systems for the aging population are explored. Students will be required to select and research a topical issue in healthcare from a political, economic, and social perspective. The topic will be developed further in the Capstone. (Online Only)

HC-BS 492 Current Topics in Health Information Management (3)

This seminar allows students to engage in topical discussion about challenges facing the healthcare industry with regard to health information management. Students will work in collaborative groups to select a current challenge in health information management and will make a presentation that provides recommendations and solutions for the challenge. (Online Only)

HC-BS 495 Health Information Management (HIM) Internship (3)

The HIM internship component of the degree program provides an opportunity for students to synthesize what has been learned in the

coursework taken in this degree program with the objective of transitioning from a student to a professional in the HIM field. Students are expected to implement the project proposals created in the capstone course in a professional setting. Requirements for the course include a 75-hour minimum professional practice experience and a project paper detailing the implementation of the project. (Online Only)

Healthcare (Computer)

HC-CP 310 Health and Clinical Data Management (3)

In this course, students will use medical practice software and apply clinical knowledge to support data management functions in a healthcare organization such as coding for reimbursement, practice analysis, and assessing clinical outcomes. (Online Only)

HC-CP 312 Health Information Systems Design & Analysis (3)

This course provides students with a practical understanding of information systems within healthcare organizations. Topics include the design, development, implementation and evaluation of information systems, privacy and security, decision-making approaches, and web-based access to health information. (Online Only)

HC-CP 405 Privacy and Security of Healthcare Data (3)

In this course, students are exposed to the concepts of privacy, security, confidentiality, ethics, and regulations pertaining to the use of health information. Topics include legal and ethical environment of protecting healthcare data, HIPAA privacy standards, and health information disclosure. (Online Only)

Healthcare (Public Health)

HC-PH 101 Introduction to Public Health (3)

Introduction to Public Health offers a thorough, accessible overview of the expanding field of public health for students new to its concepts and factors. This course provides students with informative discussions of the

current technical issues and practical obstacles facing public health practitioners and policymakers alike. Topics covered will be approaches to research and data collection, current best practices in the field, and the social and ethical challenges of devising public policy. This course provides a practical framework for understanding the array of forces and organizations of current public health enterprise.

HC-PH 301 Epidemiology in Public Health (3)

Epidemiology is the study of the distribution and determinants of diseases, health conditions, or events among populations and the application of that study to control health problems. Application of the concepts learned in this course to current public health problems and issues, this course will help students understand the practice of epidemiology within the context of real life.

HC-PH 201 Essentials of Public Health Communication (3)

This course introduces concepts and examples that will equip students to enter a local health department, contribute to health communication research, materials design, program management, community organization or government agency, and patient counseling, and media relations. This course is devoted to the effectiveness in health communication and informatics suggested by the Association of Schools of Public Health.

HC-PH 310 Environmental Health (3)

Emphasis on environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in our environment. Environment and people relationship is a major component in how it affects their physical well-being and what they can do to influence the quality of the environment and to enhance the protection of their health.

HC-PH 401 Health Promotion Programs (3)

This course will focus on students and professionals interested in planning,

implementing, and evaluating programs that promote health equity. Health Promotion Programs introduces the theory of health promotion and presents an overview of current best practices from a variety of settings including workplace, health care organizations, community, and schools.

Healthcare (Pharmacy Management)

HC-PM 201 Introduction to Pharmacy Practice Management (3)

Students will learn the principles applicable to all aspects of pharmacy practice, from managing money to managing personal stress. Covering everything from operations management and purchasing to Medicare Part D, this course will introduce the student to the intricacies of pharmacy management and topics across all practice settings.

HC-PM 301 Financial Management of the Pharmacy Practice (3)

This introductory course covers the basics of accounting and financial management and demonstrates the application of these principles to pharmacy practice. Areas of thought include, basics of finance and financial analysis pricing goods and services; personal financial management; the guiding principles of accounting; budgeting and inventory management; financial statements, from detailed transactions to summary reports.

HC-PM 401 Contemporary Topics in Pharmacy Practice (3)

This course will discuss the many factors impinging on daily practice and the place of pharmacy in the delivery of health care. This course will go beyond an assessment of considering how pharmacy is practiced but dives deep into a diverse range of disciplines, including psychology, sociology, social policy, history, anthropology, and health economics.

Humanities (Art)

HU-AP 350 Applied Humanities: Art (2)

This course focuses on an area of humanities (art, music, theatre, language) within the context of a specific locale. Trip destinations are

decided by the faculty from year to year, and may incur different travel costs.

HU-AR 100 Perceiving the Arts: An Introduction to the Humanities (3)

This course introduces the student to the major forms of creative expression (i.e. painting, literature, theatre, music, dance, architecture, film, photography, etc.). The student is provided an opportunity to understand the formal aspects of each artistic medium, while at the same time investigating the historical and cultural influences related to each medium. The course will challenge the student to elevate creative expression as an aspect of the human experience.

HU-AR 101 Art Appreciation (3)

A survey course covering art history, art techniques, the various visual art forms and functions. It is designed to develop an understanding of and appreciation for human artistic endeavors. A general humanities course for all students as well as art majors.

HU-AR 103 Drawing I (2)

This is a beginning drawing course emphasizing basic drawing principles and skills. Drawing media include pencil, pen & ink, charcoal, colored pencil and pastel.

HU-AR 104 Drawing II (2)

This is an advanced drawing class. Using still life and nature, it will emphasize individual development and experimentation in a variety of drawing media. Prerequisite: Instructor's permission and HU-AR 103.

HU-AR 105 Painting I-Acrylics (2)

This is an introductory course introducing acrylics with studies in color and composition. Students will produce a number of original pieces including, but not limited to, landscapes, portraits and wildlife subjects.

HU-AR 106 Painting I-Oils (2)

This is an introductory course introducing oils with studies in color and composition. Students will produce a number of original pieces including,

but not limited to, landscapes, portraits and wildlife subjects.

HU-AR 120 Fundamentals of Design (3)

This is an introduction to design course for artists and graphics students focusing on the influence of design and its usability resulting in better design decision with increased appeal and communication.

HU-AR 130 Fundamentals of Ceramics (3)

This course is intended as a foundation for more specialized learning in the future. The student will develop and demonstrate skills in several methods of clay construction including slab building, coil building, the potter's wheel, glaze application, and firing the kilns to produce artworks to be included in the student's portfolio.

HU-AR 203 Electronic Digital Imaging (3)

This course is an introduction to basic digital imaging using industry standard editing software such as Adobe Photoshop®. Topics include navigation of the interface, the tools, using layers, adjustment layers, layer styles, filters, creating and manipulating selections, masking principles, cropping, image size and resolution, and image compositing of raster images.

HU-AR 205 Painting II-Acrylics (2)

Building on the skills developed in level I, this course is focused on the continued development of the use of acrylics. It focuses on individualized student projects. Prerequisite: Permission of the instructor and HU-AR 105.

HU-AR 206 Painting II-Oils (2)

Building on the skills developed in level I, this course is focused on the continued development of the use of oils. It focuses on individualized student projects. Prerequisite: Permission of the instructor.

HU-AR 207 Color Theory (2)

Students will gain exposure to the concepts associated with color development, expression, perception, and application. Additive and subtractive colors are explored in

relation to composition, harmony and contrast.

HU-AR 208 Portraiture (2)

This course will introduce the student to the concepts associated with the painting of the human form, through the use of self-portraiture. Study of the human form and structure is stressed, as well as the use of painting techniques associated with portraiture.

HU-AR 209 Introduction to Photography (2)

Designed as an introductory course exposing students to the fundamentals of photography. Specific attention will be given to the techniques associated with the capture, manipulation, and display of digitized photographic images. Portfolio development is required. Does not include darkroom studies. Applied courses will be designated with as Photography: "location". Prerequisite: Digital camera required.

HU-AR 212 Electronic Illustration (3)

This course is an introduction to executing vector-based illustrations using industry standard editing software such as Adobe Illustrator®. Topics include navigation of the interface, the tools, drawing and manipulating basic objects, creating and manipulating type, drawing with the pen tool, applying color, using layers and transformation and pathfinder techniques.

HU-AR 213 Electronic Publishing (3)

This course in an introduction to page layout software using industry standard edition software such as Adobe InDesign®. Topics include: page set-up, the use of text boxes, manipulation of text using basic typographic etiquette, and the use of picture boxes in a variety of print documents.

HU-AR 220 Stained Glass (3)

Create beautiful stained glass projects while gaining experience from the basics of safety; designing; cutting; soldering and assembly ending with professional display. Construction covers flat and open designs as well as three-dimensional works of art.

HU-AR 301 Art for Illustration (2)

Designed to introduce the student to the basic elements of illustration. The student will be challenged to refine their ability to use art as a narrative tool. The course will assist the student through the development of conceptual ideas, sketches, storyboards, and final pieces.

HU-AR 303 Intermediate Drawing (2)

Building on techniques gained through Drawing I and II, the student is now encouraged to experiment with different artistic strategies related to process, content, and theme. Designed as an independent study, course outcomes and objectives will be agreed upon with the course mentor. Prerequisite: Permission of the instructor, HU-AR 103, 104.

HU-AR 304 Photoshop for Artists (2)

Class features Photoshop usage specifically tailored to meet the needs of the art world. Focusing on color harmony, artistic editing, multiple layered effects, typography usage, and best printing practices for commercial applications.

HU-AR 305 Intermediate Acrylics (2)

Advanced studies and techniques in acrylics. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor.

HU-AR 306 Intermediate Oils (2)

Advanced studies and techniques in oils. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor.

HU-AR 308 Murals (2-4)

Designed as an upper-level experience, this course will familiarize the student with the elements of mural painting. The student will be required to work with a team of artists on a commissioned or articulated project for display.

HU-AR 309 Intermediate Photography (2)

This course is designed to build on the skills introduced in the introductory course, with expanded learning concerning the use of digital photography. Portfolio development is required. Applied courses will be designated with as Photography: "location". Prerequisite: Digital camera required.

HU-AR 320 Stained & Leaded Glass

The stained Glass & Lead course uses the skills learned in the basic class the opportunity to advance to other methods in working with stained glass. The student can expect to gain an understanding of building more complex window units, design, safety, tools, equipment and assembly of pieced glass panels. Creating assembled designs in glass is expected.

HU-AR 330 Studio Ceramics (3)

The Studio Ceramics course will prepare students for self-directed advanced studio work requiring them to apply the skills acquired in the Fundamentals of Ceramics course. The student will manage operations of a working clay studio. They will develop glaze bases, test formulas, and produce a series of color samples. Students will be expected to design original art works, replicate cultural styles, and construct items in a series. Prerequisite: HU-AR- 130 Fundamentals of Ceramics.

HU-AR 355 Art and Architecture (2)

This course is a field-based exploration course normally associated with a cross-cultural trip. The student will be introduced to classical and modern forms of architecture and art within a historical and cultural context. Specific forms will include sculpture, precious metals, paintings, architecture, as well as pieces by local artisans. The student will be required to develop a picture portfolio. Prerequisite: Digital Camera and additional memory cards.

HU-AR 391 Readings in Art (2-4)

This course is designed as an independent study course. The intent of the course is to provide an intensive,

supervised study of a particular topic in Art (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

HU-AR 395 Practicum [Art] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

HU-AR 403 Advanced Drawing (2)

Exploration into differing artistic approaches in drawing are balanced with the development of technical skill. The student will be challenged to use drawing as a vehicle for personal expression through abstract, figurative, and objective pieces. Designed as an independent study, course outcomes and objectives will be agreed upon with the course mentor. Prerequisite: Permission of the instructor.

HU-AR 405 Advanced Acrylics (2)

Advanced studies and techniques in acrylics. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor.

HU-AR 406 Advanced Oils (2)

Advanced studies and techniques in oils. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor.

HU-AR 491 Senior Seminar [Art] (2-4)

Designed to provide opportunities for portfolio development and on-the-job experience in art-related fields, this independent study course would allow

the student to propose a special project or practical experience. For each hour of credit, the student will need to complete 40 hours of real-time experience. In addition all interns are required to maintain a journal recording time, duties, and activities. Visual documentation of the work produced and/or development of a personal portfolio is required. Prerequisite: Permission of the instructor.

HU-AR 493 Research Project [Art] (2)

This independent study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty advisor.

HU-AR 495 Internship [Art] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

HU-AR 498 Thesis [Art] (2-4)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesis information and data related to a hypothesis or research question.

Humanities (Foreign Language)

HU-FL 105 Conversational Spanish (3)

This course focuses on helping the non-Spanish speaker navigate conversations that may occur when interacting with diverse populations and Spanish speaking individuals. The purpose of the course is to provide the student with the rudimentary skills needed to interact with diverse populations. No Spanish experience necessary.

HU-FL 108 Spanish I (4)

Acquisition of the four skills: listening,

speaking, reading and writing. Also integrated into the course are cultural and geographical material related to Spanish-speaking countries. Besides the class periods, one hour of computer time is required each week. The course is conducted entirely in the target language. Prerequisite: Two years of high school Spanish or permission of the instructor.

HU-FL 109 Spanish II (4)

A continuation of Level I Spanish with emphasis on the mastery of the four language skills of listening, speaking, reading and writing. Besides class periods, one hour of computer time is required each week. The course is conducted entirely in the target language. Prerequisite: HU-FL 108 or 3 years of high school Spanish.

HU-FL 201 Biblical Greek I (3)

Establishes a foundation for understanding Koine Greek grammar and syntax.

HU-FL 202 Biblical Greek II (3)

Building on Greek I, the student will be challenged to master reading select materials in the New Testament. Prerequisite: HU-FL 201.

HU-FL 205 Biblical Hebrew I (3)

Establishes a foundation for understanding Biblical Hebrew grammar and syntax.

HU-FL 208 Intermediate Spanish (4)

A review of grammatical principles followed by readings and vocabulary expansion. Classes conducted in Spanish. Oral preparation necessary for discussion of topics, short stories, and cultural research. Tutorial sessions required. Prerequisite: Permission of the instructor.

HU-FL 301 Biblical Greek III (3)

This course is designed to prepare the students for advanced studies in Greek, relative to the seminary experience. Translation studies using the original text will focus on syntactical elements of the text. Prerequisite: Permission of the Instructor.

HU-FL 308 Advanced Spanish (4)

Designed to provide the student with

the skills necessary to refine and hone his or her use and comprehension of the Spanish language. Writing projects, conversational immersion, tutoring, as well as other practical experiences will be a part of the course. The student completing this course should be prepared for cultural immersion in a Spanish speaking society. Prerequisite: Permission of the Instructor.

HU-FL 310 Applied Spanish (4)

This course provides on-site opportunity for advancement in the use and fluency of the Spanish language and provides a cultural dimension which cannot be achieved in the conventional classroom. It is a constant 24-hour laboratory with trained missionaries and nationals with whom to dialog. It provides situations in which the student has the chance to full participate in the target language. Prerequisite: High level of Spanish fluency.

Humanities (History)

HU-HI 103 History of World Civilization I (3)

The first in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. Courses may be taken independently of each other. (Offered on demand).

HU-HI 104 History of World Civilization II (3)

The second in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. (Offered on demand).

HU-HI 105 United States History I (3)

A course focused on the beginnings of our national history through Civil War reconstruction. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history

has taken the course it has. (Offered on demand).

HU-HI 106 United States History II (3)

A course focused on the end of Civil War reconstruction through the present. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. (Offered on demand).

HU-HI 110 Survey of World Civilization (3)

A survey of the social, political, economic, cultural, religious, and intellectual history of world civilizations from the earliest cultures through the modern era. Students will describe and defend, at times through research, writing, and possibly presentations, developments on themes such as the emergence and change of early societies, political and legal systems, religious and philosophical systems, and economic systems and trade. Students will explicate developments related to concepts such as absolutism and constitutionalism, growth of nation states, the Enlightenment, imperialism, classical liberalism, revolutions, industrialization, global conflicts, and globalism. Learners will compare and contrast themes across time and geographical regions. (Offered alternate years.)

HU-HI 113 World Geography (3)

A general study to acquaint the student with the world's major physical features, geographic regions, and people groups, and their effects upon the American culture.

HU-HI 115 Survey of United States History (3)

A course focused on our national history, from the pre-Columbian era through the 20th Century. Students will identify and describe information related to: the colonial period, the revolutionary era, the Confederation, the Constitution, early national developments, slavery and sectionalism, the Civil War/Reconstruction, industrialization,

World War I, the Great Depression, World War II, the Cold War, and the post-Cold War era. Students will summarize themes in American diversity, culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and U.S. foreign policy. Students will explain causes and effects of social and political developments. (Offered alternate years.)

HU-HI 203 American Government (3)
A critical examination of the formal and informal institutions of American government—congress, the presidency, bureaucracy, judiciary, political parties, media and interest groups—in order to understand the political policy and action of our nation. (Offered alternate years)

HU-HI 210 History, Civics, and Social Responsibility (3)
Students are introduced to U.S. and world history by investigating how the past has shaped the present and how personal involvement with the present can shape the future. The role of personal responsibility and its relationship to local, state, national, and global society is discussed at the historical and contemporary level. Specific emphasis is placed on major historical events, political participation, the Constitution, Bill of Rights (and other foundational documents), economics, social justice, and social ethics. (Offered Online and On ground)

HU-HI 244 Social History of the 1960s (1)
A look at the turbulent sixties, with an integration of issues relating to the sexual revolution, rock music, civil rights, the rebellion to authority, the war in Vietnam, etc. (Offered on demand).

HU-HI 245 History of World War II (1)
A history of the events which led to this greatest of wars, a chronology of events in both the European and Pacific theaters, and how the war influenced subsequent events. An emphasis will be

placed on the involvement and influence of the United States. (Offered on demand)

HU-HI 310 Cultural and Geo-Historical Settings of the Bible (2-4)
This course is a field-based exploration concerning the historical and current geography and culture of a particular period in Biblical history. The particular location will be determined by the trip sponsors. Students are required to complete an in-depth analysis of the geographical settings and historical contexts in which Biblical history took place. The student will also be required to explore how the geography and cultural aspects have been affected by contemporary history.

HU-HI 332 Late 20th Century World History (3)
This course is a survey of history in the last third of the century. Specific attention will be given to developments in regions, which have seen the greatest changes and impact on world events: Europe; the Middle East; the Far East, especially China. (Offered alternate years).

HU-HI 334 Kansas History (2)
A survey of Kansas history from prehistoric to modern times. Focus is on social, economic, military and political history. (Offered on demand).

HU-HI 343 The American Revolution (2)
The American revolutionary period is formative to America and her identity in a number of ways: our concepts of democracy and slavery, Native Americans and the intruder's desire for land, human rights and independence, the balance between individual rights and majority rule, the rule of law and our constitution, religion and the need for virtue, human corruption and the need for limited government, alliances and their dangers, etc. Some of these are routinely discussed, but others are largely neglected and/or misunderstood. This course attempts to cover as thoroughly as possible this period so the student can comprehend historical facts and thereby grapple with historical as well as related

contemporary issues. In addition to the flow of historical events, emphasis will be given to major personalities and the role of religion/Christianity. (Offered on demand)

HU-HI 344 A History of Minorities in the U.S. (2)
Beginning with the treatment of Native Americans by Spanish and English colonists, this course will proceed through the treatment of African slaves, and include perspectives on the experience of Hispanic and Asian immigrants. Social, economic, and legal perspectives will be emphasized. (Offered alternate years)

HU-HI 370 Topics in American History (3)
Selected themes and events introduced in HU-HI 115 Survey of United States History will be covered in greater depth. Students will understand and analyze themes such as the influence of the Protestant Reformation on the Colonies, the uniqueness of the American Experiment, regional differences (pre and post-civil war to the current time), the explosion of the American economic engine, social reforms and political innovations (1880s-1930s), the change from isolation to being a world leader, the U.S. as a defender of democracy and free enterprise, our post-modern society (1960s-80s), and the U.S. in a global marketplace. (Offered alternate years)

HU-HI 380 European History: 1400-1900 (3)
An overview of European history from the late middle ages through the unification of Europe. Students will interpret, among other developments, the Reformation, Renaissance, Enlightenment, the age of revolution, and unification of states. Learners will analyze primarily the political, military, and religious domains, though social and economic developments will be addressed. (Offered alternate years)

HU-HI 463 Historiography (2)
Historians bring their own assumptions, political inclinations, and cultural biases to this process. They “construct” the

past, sometimes providing a false sense of order and coherence to events which were chaotic and 'accidental' and about which historical information is incomplete and fragmentary. They determine what constitutes acceptable evidence and the questions and topics that are worth investigating. So this course studies how historians have written about the past, including how their assumptions, questions, methods, and expected quality of evidence have changed over time. Beginning with early Greek and Biblical historians, the course will progress to recent debates concerning the discipline. Students will define which historiographic tradition is closest to their own thinking and values and assess its possibilities and shortcomings. As a senior capstone course, the student is required to do a significant amount of writing to display their abilities as a researcher and writer of history. (Offered alternate years)

HU-HI 391 Readings in History (1-3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in history. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of project/paper to be used for final evaluation. (Offered on demand)

HU-HI 492 History Seminar] (1) [WI/Capstone]

This course is offered to history majors as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.). (Offered alternate years)

Humanities (Theatre)

HU-TH 101 Theatre Performance (1) [Non-Majors]

HU-TH 201 Theatre Performance (1)

[Major/Minor: First four semesters]

HU-TH 401 Theatre Performance (1)

[Major/Minor: Remaining semesters]

A course that allows students the opportunity to use their talents on stage while continuing to learn and grow as artists. Each student should gain confidence in their speaking abilities, as well as develop and improve on acting style and techniques, gaining a better understanding of the process needed to develop a production from beginning to end. Prerequisite: instructor's permission. This course can be repeated in the fall, winter, and spring semesters.

HU-TH 105 Theatre Production:

Blocking & Choreography (2)

HU-TH 205 Theatre Production:

Makeup & Costumes (2)

HU-TH 305 Theatre Production: Design & Effects (2)

HU-TH 405 Theatre Production: Stage & Technical Management (2)

This course is centered on the production of a Broadway musical/operetta. Students will learn firsthand all of the necessary theatre skills: singing, acting, character development, staging, choreography, set construction, painting, costume construction, makeup, lighting, and public relations. This course can be repeated in the fall and spring semester.

HU-TH 107 Acting I (3)

Practical introduction to the art and technique of acting, including contemporary studies in character development.

HU-TH 112 Introduction to Theatre (3)

This course increases awareness and appreciation of the arts involved in theatrical entertainments. The student will be exposed to a wide variety of productions, both live and recorded, which will help in becoming familiar with the various styles, genres, and traditions to be found in both historical and contemporary dramatic practice. The student will also be introduced to the functions of the different artists and craftspeople involved in dramatic productions. Required for theatre emphasis.

HU-TH 204 Stage Movement (2, 3)

This course is designed to introduce students to the use of the body as a tool of the stage. Special focus will be placed on elements such as dance, mime, stage fighting, as well as other theatrical elements. The student can expect to gain spatial awareness and attentiveness to physiological movement and expression. Alternate years.

HU-TH 207 Acting II (3)

Advanced studies in the techniques of acting, concentrating on scenes from realistic plays as a device for the development of techniques of voice and body for acting. Prerequisite: HU-TH 107 or instructor's permission.

HU-TH 210 Stagecraft I (2)

Introduction to backstage crafts, including set construction, lighting, and make-up and costume design.

HU-TH 310 Stagecraft II (1-2)

A continuation of the study of backstage crafts with specific projects in one of the production disciplines such as lighting, sound, decor or construction. Prerequisite: HU-TH 210

HU-TH 325 Religious Drama (2)

A study of the development of church drama and a consideration of its place in the church today. Special problems of material, costuming and properties are discussed. Recommended for ministry majors. Prerequisite: sophomore standing or above. (Directed study.)

HU-TH 333 Theatrical Design (3)

Design project in one of the following areas of theatre: scenery, costumes or lighting. Works directly under the supervision of the theatre director in the development of the project. (Directed study.)

HU-TH 345 Stage Directing (2-4)

This course is designed as an overview to the principles of stage directing. The student will become familiar with methods associated with script analysis, production management, stage instruction, auditions and casting, as well as other issues. Student may be required to stage a feature production

in fulfillment of the course requirements. Prerequisite: Permission of the Instructor. (Directed study.)

HU-TH 391 Readings in Theatre (2-4)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in theatre (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

HU-TH 395 Practicum [Theater] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

HU-TH 421 Advanced Acting (3)

Advanced studies and practice in the techniques of acting, exploring all genres and acting methods. Prerequisites: HU-TH 207 or instructor's permission. (Directed study.)

HU-TH 430 Play Readings (3)

This course will concentrate on the student reading plays from all periods of history and the compilation of a notebook of vital information concerning the plays. This informational notebook will be of value for the serious dramatist as he/she enters a career in theatre. (Directed study.)

HU-TH 495 Internship [Theatre] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract.

The student is required to complete 40 hours of work for each credit hour.

HU-TH 498 Thesis [Theater] (2-4)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

Ministry and Theology (Applied Departmental Studies)

MT-AP 391 Readings in Ministry & Theology (2-4)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in ministry, theology or biblical studies (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-AP 395 Practicum [Ministry & Theology] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour. The student will review and analyze the practicum experience and personal performance in a final paper. There is a \$35 fee associated with this course to cover the cost of a background check. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-AP 495 Internship [Ministry] (2-4)

This independent study is designed to provide the student with on the job training under the tutelage and evaluation of a practitioner. The

specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour and produce a final analysis and critique of the experience. There is a \$35 fee associated with this course to cover the cost of a background check. Prerequisite: Junior Standing or Departmental Approval.

MT-AP 498 Thesis [Ministry & Theology] (2-4)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question. Prerequisite: Junior Standing or Departmental Approval.

Ministry and Theology (Worldview)

MT-WV 101 Introduction to Christian Thought (3)

Why and how Christians came (and still come) to believe what they do is the primary focus of this course. For that reason an important element of the course includes learning, practicing and gaining an appreciation of a good biblical hermeneutic – principles of interpretation; and finding the connections between the Bible and a thoroughly Christian worldview.

MT-WV 201 Contemporary Culture & Worldview (3)

This course is designed to help the student identify the diversity of cultures and worldviews in today's society, develop an ability to assess the cultural systems and acquire an ability to respond to different cultures from a theistic perspective.

MT-WV 251 World Religions (3)

This course focuses on gaining an understanding of the philosophy, theology and principles of the main world religions. The student will be directed to do study in comparison and contrast and to use critical thinking in grasping the basic position of each religion. A biblical Worldview will be

discussed in relationship to the view expressed by each world religion.

Ministry and Theology (Bible)

MT-BI 100 Introduction to Biblical Literature (3)

The purpose of this course is to provide the student an opportunity to gain an awareness of the contents of the Bible, the societies in which it was produced, and the contribution that it has made to history, culture, and the personal spiritual lives of individuals.

MT-BI 101 Survey of the Old Testament (3)

The Old Testament text is surveyed according to its parts: Law, Prophets, and Writings. In addition, background materials and the critical method are explored. The Old Testament will be viewed through its literary and historical settings.

MT-BI 102 Survey of the New Testament (3)

The student explores the background, history, and the basic teaching of each book. An emphasis will be placed on the internal and external evidence related to authorship.

MT-BI 203 Genesis (3)

A thorough study of the first book of the Bible, this course emphasizes the narrative as normative for faith and teaching. Both the historical background and the theological principles (such as creation, the origin of human sin, covenant) are considered and demonstrated to be foundational for the Christian's worldview.

Prerequisite: MT-BI 100

MT-BI 205 Gospel of Mark (3)

The Gospel of Mark is an inductive study of the second gospel in its first century setting. Special attention is given to the inductive method of study with its values for the student.

Prerequisite: MT-BI 100

MT-BI 206 Gospel of Luke (3)

This course is designed to explore the Gospel of Luke and discover its unique features as a record of the life of Christ. An inductive approach will be used

with student participation in a group.

Prerequisite: MT-BI 100

MT-BI 208 Acts (3)

This course is an inductive study into the early apostolic history of the church, with special attention given to the operation of the Holy Spirit in the lives of early leaders. Prerequisite: MT-BI 100

MT-BI 209 Pauline Epistles (3)

This study of the New Testament letters written by the apostle Paul emphasizes analysis and application of the teachings and theological themes represented in the biblical text.

Prerequisite: MT-BI 100

MT-BI 210 General Epistles (3)

A study of letters written by James, Peter, John, Jude, and the book of Hebrews. Prerequisite: MT-BI 100

MT-BI 211 Gospel of Matthew (3)

This course is designed to explore the Gospel of Matthew and discover its unique features as a record of the life of Christ. Prerequisite: MT-BI 100

MT-BI 301 Hermeneutics: IBS (3)

In this class the student will be introduced to the technical language and the hermeneutical tools needed for doing exegetical work. The course will introduce various methods by which Scripture has been approached and interpreted in the life of the Church. Students will be challenged to think carefully and critically about their own method(s). This course is intended to help the student in "rightly dividing the Word of truth" for teaching and preaching. Students should expect to analyze book structure and interpret key passages. Prerequisite: MT-BI 100.

MT-BI 302 Biblical Interpretation for Ministry: from Hermeneutics to Homiletics (3)

This class is designed to help the student develop an interpretive method that allows for accurate transfer of biblical meaning into an appropriate presentation format. The student will analyze several classic homiletic models, create sermons ideas, and teach sessions out of biblical

passages using these methods.

Prerequisite: MT-BI 301.

MT-BI 303 Johannine Literature (3)

Johannine Literature is an analytical study of the fourth gospel and the Letters of John. Attention is given to John's understanding of who Christ is and the implications of that understanding for the Christian life. Students will practice the inductive method of biblical study. Prerequisite: MT-BI 100 and MT-BI 301.

MT-BI 304 Wisdom Literature & Psalms (3)

The four wisdom books (Proverbs, Job, Ecclesiastes, Song of Solomon) and the Psalter are studied with attention given to cultural background, literary forms, and hermeneutic framework. The student will critique various interpretations of key passages. Prerequisite: MT-BI 100, MT-BI 301 and Junior Standing or Departmental Approval.

MT-BI 305 Old Testament Prophets (3)

A study of the five major prophetic books and the twelve minor prophetic books. Studies of each book include its background and content, as well as exegesis. Students will defend personal interpretations of key passages. Prerequisite: MT-BI 100, MT-BI 301 and Junior Standing or Departmental Approval.

MT-BI 306 Romans (3)

The study of this epistle emphasizes analysis and application of the teachings and theological themes presented in the biblical text. The student is encouraged to interpret theologically as well as devotionally through word studies, topical and historical analysis, and open class discussion. Prerequisite: MT-BI 100, MT-BI 301 and Junior Standing or Departmental Approval.

MT-BI 310 Cultural & Geo-Historical Settings of the Bible (4)

This course is a field-based exploration concerning the historical and current geography and culture of a particular period in biblical history. The particular location will be determined by the trip

sponsors and may change from year to year. Students are required to complete an in-depth analysis of the geographical settings and historical contexts in which biblical history took place. The student will also be required to explore how the geography and cultural aspects have been affected by contemporary history. Transcript will detail the specific location. This course can be repeated for differing locations. Prerequisite: MT-BI 100, MT-BI 301 and Junior Standing or Departmental Approval.

MT-BI 400 Covenant Literature (3)

This course is designed to introduce the student to the inductive method of biblical study with the practical application of learned principles in the discovery of the meaning of the Covenant in Scripture. Through the use of personal study, lecture, and group discussion students will examine the biblical, cultural background and historical traditions of the covenant in Scripture and be guided to discover the meaning of a spiritual covenant in their own lives. Prerequisite: MT-BI 100 and Junior Standing.

MT-BI 401 Synoptic Literature (3)

The Gospels of Matthew, Mark, and Luke are studied in their first century setting, noting similarities and differences between them. Special attention is given to way in which Old Testament prophecy is used and fulfilled in the life of Jesus Christ. Prerequisite: MT-BI 100 and Junior Standing.

MT-BI 402 Apocalyptic Literature (3)

This class will focus on the study of literature that has been written concerning the "end times." Material to be studied will include biblical literature (portions of the books of Daniel, Ezekiel, selected New Testament writings and the book of Revelation) and extra-Biblical literature, both ancient and modern. The student will be encouraged to analyze differing interpretations and compare them with the biblical text. Prerequisite: MT-BI 100 and Junior Standing.

MT-BI 415 Exegesis (3)

This directed study requires a student to choose a specific book of the New Testament or Septuagint to study in-depth in the original Greek. The student will analyze content and language specific to the book to further hone his or her inductive study methods and will produce an original interpretation. Coursework will be outlined in a study plan formulated by the student and sponsoring professor. Prerequisite: MT-BI 301, Junior Standing or Departmental Approval.

Ministry and Theology (Ministry)

MT-MN 130 Free Methodist History & Polity (or Denominational History) (3)

This directed study of the history, organization, mission, and doctrines of the Free Methodist Church (or another chosen denomination) allows the student to examine a selected denomination, presumable with the eventual intended outcome of determining "fit" for a life of ministry within the denomination. (This is the preliminary courses of study for membership in a Free Methodist conference.)

MT-MN 220 Introduction to Christian Education (3)

This is a study of the principles and practices of the teaching and the educational ministry within the local church. Principles of church growth are evaluated in relationship to the educational ministry.

MT-MN 221 Organization in the Church (3)

This course exists to provide a philosophical foundation for both church administration and lay ministry, as well as offering practical methods for helping the local church become a place where volunteers can effectively minister.

MT-MN 222 Youth Ministry I (3)

This course emphasizes biblical and theological principles that serve as essential ingredients for a solid foundation in youth ministry. The student reviews personal experience in youth ministry.

MT-MN 236 Children's Ministry I (3)

This course serves to give the student both an understanding of what is involved in ministering to children and to review methods and skills to carry out that ministry.

MT-MN 251 Practicum in Missions (4)

Students will travel to a mission and assist in some of the work of a missionary. The practicum is designed to give students experience in practical ministry and cross-cultural communication. Prerequisite: MT-BI 100.

MT-MN 310 Applied Homiletics (3)

Students will apply principles of homiletics in this skill-based course to learn to present biblical ideas to a gathered congregation. The course involves the student in the theory and the practice of preaching. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 311 Missions Experience (2-4)

In this field-based experience the student will actively engage in ministry in a cross-cultural context. Prior to the trip the student will be required to submit a written analysis of the context and the socio-cultural differences that exist between their culture-of-origin and the target area. This course will also involve reading and analysis of the philosophy of contextualization of the gospel message. The student team will develop and prepare all ministry activities under the supervision of the trip sponsor. The student will also keep a journal and write a reflection paper on the experience. This course can be repeated for credit. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 312 Ministry Exploration (2-4)

This course is a field-based exploration that seeks to expose the ministry student to various avenues for ministry including traditional church models, alternative expressions of the local church and para-church organizations. The particular location will be determined by the trip sponsors and will change from year to year. Students are required to complete an in-depth

analysis of their experience and a reflection on their personal call to a particular type of ministry in response to one or more of the institutions visited. This course can be repeated for credit. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 322 Youth Ministry II (3)

This course is specifically designed to help the student analyze and compare differing models of administration of youth ministries on a local level. It deals with the practical side of doing ministry in today's culture. Prerequisite: MT-BI 100 and MT-MN 222 or permission of the instructor.

MT-MN 327 Women in Ministry (2)

This course helps students define the biblical foundation a woman's involvement in a variety of ministries and to define advantages and disadvantages to being a woman in ministry. Psychological and sociological issues will be explored along with each student's strengths and abilities as they pursue their area of ministry. Prominent women in the Bible and history will be studied, a service project will be required and each student will be assigned a mentor. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 336 Children's Ministry II (3)

This course will challenge the student to effectively apply teaching methodology, biblical exegesis, and critical thinking skills in reference to the Christian education of children. Students will evaluate different forms of curriculum and assess the educational structure in which these curricula are used. Prerequisite: MT-BI 100, MT-MN 236 and Junior Standing or Departmental Approval.

MT-MN 341 Pastoral Care (3)

This course includes elements of theory and praxis related to pastoral ministry. It deals with issues such as one's call and gifting, administrative tasks, visitation, understanding the sacraments and their use in worship, death and funerals. Through discussion of the text and collateral readings

prepare the student to engage in both the rationale and practice of this vital area of ministry. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 350 Small Group Leadership (3)

The small group is examined as a basic unit for spiritual formation and training. Students learn theories and models of small group leadership and apply their learning in a small group experience. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 351 Church Planting (2)

The principles of planting a church are examined and students are given the opportunity to gain practical experience. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 352 Perspectives on the World Christian Movement (3)

Students research the history, persons, and methods of Christian missions in a global context. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 361 Making of a Missionary (2)

Designed to offer the student guidance in determining his or her call to be a full-time missionary. This course will provide in-depth investigations into the practical realities of missionary life. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-MN 390 Multi-Media in Worship (3)

This course introduces the student to different ways of incorporating technology and multi-media in worship. By using hands-on experience, the student will engage in programs, interviews, and software that will facilitate the gathered worship experience in real life contexts. This course is also designed to not only enable the student to better utilize media in worship, but also to equip them with a heart and mind that can engage the deeper issues behind the

frenzy of media in worship. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

Ministry and Theology (Philosophy/History)

MT-HI 200 Survey of Church History (3)

This is a survey of the history of the Christian movement from New Testament times to modern times, focusing on key movements, critical issues, outstanding leaders and important turning points. The student will be expected to be able to differentiate between key beliefs in Christian orthodoxy relative to their appearance in historical context.

MT-HI 312 Cultural and Socio-Historical Settings of the Church (2-4)

This course is a field-based exploration concerning the historical and current geography and socio-cultural setting of a particular period in the development of Christian theology and/or spirituality. The particular location will be determined by the trip sponsors and will change from year to year. Students are required to complete an in-depth analysis of the particular theology/spirituality under enquiry and the mutual interaction between the history/geography of the region and the development of said theology/spirituality. This course can be repeated for credit. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-HI 313 Early Church History (3)

This course is designed to expose the student to the historical development of the Church, its theology and socio-cultural contact, from the earliest disciples through the Patristic era, ending 500 AD, with the Fourth Ecumenical Council and the Fall of Rome. Prerequisite: MT-HI 200.

MT-HI 314 Medieval Church History (3)

This course is designed to expose the student to the historical development of the Church, its theology and socio-cultural context from the Fall of Rome to the cusp of the Reformation, roughly 500-1400 AD. Prerequisite: MT-HI 200.

MT-HI 315 Modern Church History (3)

This course is designed to expose the student to the historical development of the Church, its theology and socio-cultural context from the Reformation to the Present, roughly 1400 – today. Prerequisite: MT-HI 200.

MT-PH 261 Introduction to Philosophy (3)

This survey of the fundamental problems of philosophy and their classification will allow the student to explain some of the basic questions of humanity. Attention is given to modern philosophers and their systems of thought. Emphasis will also be on Christian philosophy and ethics.

MT-PH 262 Foundations of Philosophical Thought (3)

This course serves to ground the student in the patterns and vocabulary of philosophical thinking. Students will learn elements of critical thinking and logic and use them to begin answering the “big” questions of philosophy like origins, destiny, human purpose, epistemology and ethics.

Ministry and Theology (Seminar)**MT-SM 291 Sophomore Seminar (1)**

This course will serve as the student’s entry into the Ministry and Theology Department. As such, it will involve an overview of different paid ministry vocations that exist. It will also involve evaluations of the student’s fit for ministry and an interview with the faculty of the department in an effort to provide initial direction for students as they pursue God’s best plan for their vocation. Prerequisite: MT-BI 100.

MT-SM 380 A/B & 480 A/B Action/Reflection Seminars (4)

Co-requisite with the student’s involvement in a four-semester long internship, the Action/Reflection Seminar series seeks to provide a place to debrief on-the-job experiences and to translate academic learning into vocational practice. This seminar series will primarily use case-study methodology and discussion to engage important ministry themes and allow the student to synthesize learning.

Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-SM 391 Junior Seminar (1)

The Junior Seminar exists as a mid-point evaluation for the student in Ministry and Theology programs. The student should expect to demonstrate competencies gained in biblical studies, in spiritual formation and in professional competence. Additionally, the course seeks to help the student prepare for their entry into the ministry job market by analyzing the student’s professional communications skills. Prerequisite: MT-BI 100 and Junior Standing or Departmental Approval.

MT-SM 491 Senior Seminar (1)

This seminar is required for all Ministry majors. It is a senior “capstone” course. As such, the student should expect to demonstrate mastery of biblical studies, spiritual formation and professional competencies. Additionally, the student will evaluate his/her preparedness for ministry and potential next steps into vocation. Prerequisite: Senior Standing or Departmental Approval.

Ministry and Theology (Theology)**MT-TH 240 Theology I (3)**

This course is designed to introduce the student to essential doctrines of God in a systematic form, placing strong emphasis on the Biblical record as normative for faith and belief. The student will analyze key doctrines of God, Trinitarian thought, and will differentiate between traditional orthodoxy and heterodoxy.

MT-TH 241 Theology II (3)

This course will focus on the essential doctrines of the faith. From a systematic and biblical approach, stress will be placed on such normative doctrines, the Church, Salvation and Eschatology.

MT-TH 250 Introduction to Spiritual Formation (3)

This course will help the student to develop a personal lifestyle of spiritual formation by reviewing classic practices used throughout church history. Additionally, the student will discover

how to facilitate spiritual formation in new believers using traditional practices. Prerequisite: MT-BI 100.

MT-TH 255 Introduction to Wesleyan Thought (3)

This course will introduce the student to John Wesley’s theology. It is designed to give a historical account of John Wesley and the Methodist movement. This will provide the student with a good understanding of the major theological and philosophical contributions of Wesley to the church today.

MT-TH 361 Critical Issues in Contemporary Theology [WI] (3)

A class designed to allow the student to explore contemporary theological thought. The course will challenge students to compare and contrast various theological views and encourage students to compare them to traditional theology while continuing to develop a biblical worldview. The student will construct a coherent personal theology around a controversial topic in Christianity that aligns with biblical faith and historical teaching. Prerequisite: MT-BI 100, MT-TH 240 and Junior Standing or Departmental Approval.

MT-TH 362 Theology of Missional Leadership (3)

This basic course in ecclesiology wrestles with the question of what the church should be today. With a dazzling array of styles, traditions and philosophies, the local church market produces certain confusion to the would-be discerning Christian leader. Along with helping students to grapple with the biblical concept of church, this course will address how they, as leaders, will guide the local church into a more or less faithful representation of God’s intention for the institution we call “church.” Prerequisite: MT-BI 100, MT-TH 240 and Junior Standing or Departmental Approval.

MT-TH 420 Theology of Worship (3)

Designed as a comprehensive exploration of worship within the context of ministry, the student will develop a systematic approach to

developing a theology of worship, while also developing a practical strategy for enhancing the worship experience. Historical and contemporary trends and issues will be reviewed and critiqued. Prerequisite: MT-TH 240, Junior Standing or Departmental Approval.

MT-TH 463 Holistic Discipleship: from Evangelized to Evangelist (3)

A study designed for understanding the New Testament theological basis for the theory and practice of evangelism. This course challenges the student to develop a personal philosophy and practice of introducing the unbeliever to Christ, and to build a discipleship system that could be implemented in a church to help believers develop in Christian maturity. This advanced course in soteriological theory and practice serves to synthesize learning from other theology and praxis courses. Prerequisite: MT-TH 240, Junior Standing or Departmental Approval.

Music (Applied)

MU-AP 201 Applied Lessons-Voice (1-2) [first four semesters taking the course]

MU-AP 401 Applied Lessons-Voice (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the voice. Included is a study of the voice, tone quality, diction, and range through songs consisting of English, German, Italian, and French texts. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 202 Applied Lessons-Piano (1-2) [first four semesters taking the course]

MU-AP 402 Applied Lessons-Piano (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the piano. Included is a study of reading, technique, and performance. Repertoire styles include Baroque,

Classical, Romantic, and Contemporary periods of music. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 203 Applied Lessons-Guitar (1-2) [first four semesters taking the course]

MU-AP 403 Applied Lessons-Guitar (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the guitar. Included is a study of chords, note reading and tablature, scales, and songs ranging from classical and jazz to contemporary. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 204 Applied Lessons-Percussion (1-2) [first four semesters taking the course]

MU-AP 404 Applied Lessons-Percussion (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the trap set. Included is a study of hand and foot coordination to implement a variety of stylistic drumming patterns. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 205 Applied Lessons-Bass Guitar (1-2) [first four semesters taking the course]

MU-AP 405 Applied Lessons-Bass Guitar (1-2) [fifth and proceeding semesters]
This course offers beginning to

advanced instruction in working with the bass guitar. Included is a study of melodic scale patterns and concepts, arpeggio shapes, chord phrasing, and rhythmic patterns to accompany traditional and contemporary musical styles. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 206 Applied Lessons-Strings (1-2) [first four semesters taking the course]

MU-AP 406 Applied Lessons-Strings (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with stringed instruments. Included is a study of technique through exercises and repertoire. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 207 Applied Lessons-Instrument (1-2) [first four semesters taking the course]

MU-AP 407 Applied Lessons-Instrument (1-2) [fifth and proceeding semesters]

This course offers beginning to advanced instruction in working with a particular instrument. Included is a study of reading, technique, repertoire, and performance. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 209 Piano Proficiency I (1)

The first in a series of two proficiency courses designed to develop the ability to maneuver on the piano. Included is

the study of scales, arpeggios, cadences, reading music, improvising, and transposition.

MU-AP 210 Piano Proficiency II (1)

The second in a series of two proficiency courses designed to develop the ability to maneuver on the piano. Included is further study of scales, arpeggios, cadences, reading music, improvising, transposition, and playing by ear. Prerequisites: MU-AP 209.

Music (Ensemble)

MU-EN 243 Concert Choir (0-1) [First four semesters]

MU-EN 443 Concert Choir (0-1) [Remaining semesters]

This course provides singing instruction through reading, technique, and performance in a group setting. Repertoire includes sacred and secular choral works to provide a foundation for developing musicianship. The Concert Choir is a highly visible ambassador of Central Christian College with performances in the community.

MU-EN 245 Vocal Ensemble (0-1) [First four semesters]

MU-EN 445 Vocal Ensemble (0-1) [Remaining semesters]

This course provides singing instruction through reading, technique, and performance in a group setting. Repertoire includes sacred and secular choral works to provide a foundation for developing musicianship. This course is a highly visible ambassador of Central Christian College with performance in the community. By audition only.

MU-EN 246 Jazz Band (0-1) [First four semesters]

MU-EN 446 Jazz Band (0-1) [Remaining semesters]

Open to instrumentalists who played in high school jazz band, or are at the intermediate level of proficiency on an instrument. This course offers instruction on all forms of jazz music and pep band music with opportunities to create music.

MU-EN 259 Instrumental Ensemble (0-1) [First four semesters]

MU-EN 459 Instrumental Ensemble (0-1) [Remaining semesters]

The course provides instruction including technique, reading, and performance in a group. Repertoire of pep band, musical theatre, concert band and chamber music literature provide a foundation for developing musicianship. The Instrumental Ensemble is a visible ambassador of Central Christian College with performances serving the campus and the local community.

MU-EN 278 Performance Lab (0-1) [First four semesters]

MU-EN 478 Performance Lab (0-1) [Remaining semesters]

This course provides instruction through developing creative disciplines to compose and perform songs. The focus is on writing in a variety of musical styles through individual songwriting, co-writing, and cover songs. Live performances will be completed to share new songs with the community.

MU-EN 282 Music Ministry Team (0-1) [First four semesters]

MU-EN 482 Music Ministry Team (0-1) [Remaining semesters]

The ministry team program is one of the most outstanding opportunities available during the college years. A ministry team provides students an opportunity to develop their ministry abilities, performance skills, musical skills, dramatic skills, and public presence. Each team performs usually two times a month and requires a one-year commitment.

Music (Performance)

MU-MP 321 Junior Recital/Project (1)

This course provides instruction through integrating concepts of lower level courses into a project or recital. Study includes compiling music for a recital program or designing a project and marketing the recital or project presentation. Prerequisite: Permission of the instructor. Music Majors: approval of junior status by submission of the "Junior Music Major Entry Application."

MU-MP 365 Accompanying (1-3)

This course provides instruction through collaboration of rehearsing and performing with other musicians. The course focuses on developing sight-reading, musicianship, and performance skills. Prerequisite: Permission of the instructor.

MU-MP 421 Senior Recital (1)

This course provides instruction through integrating concepts of lower level courses and the junior recital/project into a recital. Study includes compiling music for a recital program and marketing the recital. Prerequisite: MU-MP 321 and Permission of the instructor.

Music (Music Studies)

MU-MS 101 Music Theory I (3)

This course is first in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts include notation of pitch, rhythm, time signatures, intervals, scales, modes, key signatures, triads, cadences, nonharmonic tones, melodic organization, figured bass, and four-part writing. Co-requisite: MU-MS 102.

MU-MS 102 Aural Skills I (1)

This course is first in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Co-requisite: MU-MS 101.

MU-MS 103 Music Theory II (3)

This course is second in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts include voice leading, seventh chords, harmonic progressions, secondary dominants, modulation, and binary/ternary forms. Prerequisite:

MU-MS 101 and MU-MS 102. Co-requisite: MU-MS 104.

MU-MS 104 Aural Skills II (1)

This course is second in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Prerequisite: MU-MS 101 and MU-MS 102. Co-requisite: MU-MS 103.

MU-MS 105 Music Appreciation (3)

This course provides instruction of musical concepts of rhythm, harmony, and melody through study of terminology and listening. Study includes a survey of significant musical figures and stylistic characteristics within historical eras from Biblical to current popular music, and their effect on the development of Western music.

MU-MS 107 Recital Attendance (0)

Students are required to attend 10 recitals and/or concerts within the semester. Performance attendance distribution includes student recitals, large ensemble, lab band, song writers, and public school concerts. Recital attendance is a 0 credit hour pass/fail course required for all music majors.

MU-MS 179 Introduction to Music Technology (2)

This course provides instruction of basic studio recording concepts. Study includes using microphones, mixing consoles, effects processors, and MIDI technology to record and produce within the recording studio.

MU-MS 201 Music Theory III (3)

This course is third in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts within Renaissance through Romantic period forms will be examined, including two-part inventions, the fugue, theme and variations, rondo, and sonata-allegro

form. Prerequisite: MU-MS 103 and MU-MS 104 Co-requisite: MU-MS 202.

MU-MS 202 Aural Skills III (1)

This course is third in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Prerequisite: MU-MS 103 and MU-MS 104. Co-requisite: MU-MS 201.

MU-MS 203 Music Theory IV (3)

This course is fourth in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts within the Romantic period through 20th century will be examined including Impressionism, serialism, primitivism, neoclassicism, minimalism, aleatoric, and jazz. Prerequisite: MU-MS 201 and MU-MS 202. Co-requisite: MU-MS 204.

MU-MS 204 Aural Skills IV (1)

This course is fourth in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Prerequisite: MU-MS 201 and MU-MS 202. Co-requisite: MU-MS 203.

MU-MS 305 Music Business: Performance & Management (3)

This course assesses aspects of music business through traveling outside of the classroom. Focus will include music labels, distribution and publishing companies, recording studios, artist management, promotion, production, and legal counsel, and how all are integrated within the music business industry.

MU-MS 309 Survey of Church Music (2)

This course integrates music theory concepts with terminology and styles

to understand music within the church. Study includes the music of psalms, hymns, and spiritual songs, and how different genres of music are incorporated into the worship service.

MU-MS 310 Basic Conducting (2)

This course integrates fundamental music theory concepts with basic fundamentals of instrumental and choral conducting. Study includes basic conducting patterns, expressive gestures, score reading, and rehearsal techniques. Prerequisite: MU-MS 103 and MU-MS 104

MU-MS 311 Songwriting (2)

This course integrates fundamental songwriting concepts of inspiration, form, lyrics, poetic devices, melody, harmony, rhythm, and song analysis with one's own music. Study includes composing songs demanded by songwriting situations.

MU-MS 313 Computer Composition (2)

This course integrates fundamental music theory concepts with Finale computer software. Study includes projects in Finale by creating stylistic musical scores using musical notation. Prerequisite: MU-MS 103 and MU-MS 104

MU-MS 330 Orchestration (2)

The study and application of scoring techniques for small and large ensembles with particular attention to tone colors and combinations of voices and instruments. Prerequisite: MU-MS 203.

MU-MS 331 Elementary Music Methods (2)

Introduction to vocal and instrumental methods used in the elementary music classroom including Orff and Kodaly. Developing teaching techniques are applied through creating and implementing lesson plans. Prerequisite: MU-MS 103.

MU-MS 332 Secondary Vocal Methods (2)

Exploration of teaching methods, including technique and repertoire, for developing the secondary vocal ensemble. Developing an understanding of teaching techniques

are applied through developing a philosophy of music education, creating curriculum, and implementing the curriculum through rehearsal. Prerequisite: MU-MS 331.

MU-MS 333 Secondary Instrumental Methods (2)

Exploration of teaching methods, including technique and repertoire, for developing the secondary instrumental ensemble. Developing an understanding of teaching techniques are applied through creating a curriculum and implementing the curriculum through rehearsal. Prerequisite: MU-MS 331.

MU-MS 334 Woodwind Methods (1)

Group lessons in playing and teaching techniques including fingering and embouchure through study of ensemble method books and repertoire. Woodwind instruments explored include the flute, clarinet, oboe, alto saxophone, and bassoon. Prerequisite: MU-MS 103.

MU-MS 335 Brass Methods (1)

Group lessons in playing and teaching techniques including fingering and embouchure through study of ensemble method books and repertoire. Brass instruments explored include the trumpet, trombone, French horn, baritone, and tuba. Prerequisite: MU-MS 103.

MU-MS 336 Percussion Methods (1)

Group lessons in playing and teaching techniques including proper sticking through study of ensemble method books and repertoire. Percussion instruments explored include the timpani, trap set, snare, xylophone, marimba, quads, bass drum, tritoms, and auxiliary percussion. Prerequisite: MU-MS 103

MU-MS 337 String Methods (1)

Group lessons in playing and teaching techniques including fingering through study of ensemble method books and repertoire. String instruments explored include the violin, viola, cello, and bass. Prerequisite: MU-MS 103.

MU-MS 338 Fretted Instrument Methods (1)

Group lessons in playing and teaching techniques including fingering and strumming through study of ensemble method books and repertoire. Fretted instruments explored include the guitar, ukulele, autoharp, and bass guitar. Prerequisite: MU-MS 103.

MU-MS 350 Applied Humanities-Music (2)

This independent study is designed to provide the student with “real-world” experience. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MU-MS 362 Music History I (Ancient – Renaissance) (3)

This course integrates musical theory concepts with terminology and styles to understand music of the Biblical era through Renaissance era. Concepts include significant musical figures, social customs, musical issues, stylistic characteristics, and their effect on the development of Western music.

MU-MS 363 Music History II (Baroque to Classical) (3)

This course integrates musical theory concepts with terminology and styles to understand music of the Baroque through Classical eras. Concepts include significant musical figures, social customs, musical issues, stylistic characteristics, and their effect on the development of Western music.

MU-MS 364 Music History III (Romantic to Modern Day) (3)

This course integrates musical theory concepts with terminology and styles to understand music of the Romantic through Contemporary eras. Concepts include significant musical figures, social customs, musical issues, stylistic characteristics, and their effect on the development of Western music.

MU-MS 371 Electronic Music Production (2)

This course integrates musical concepts of rhythm, harmony, and melody with computer software and controllers with the goal of creating electronic

music compositions. Study includes looping, MIDI, remixing, and scoring for video, along with the history and current developments of electronic music.

MU-MS 379 Studio Production Techniques (3)

This course applies basic recording concepts to learn Logic computer recording software. Study includes a variety of recording production projects to become proficient using the recording studio. Prerequisite: MU-MS 179

MU-MS 391 Readings in Music

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in music (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

MU-MS 395 Practicum [Music] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MU-MS 404 Advanced Songwriting (2-4)

This course integrates the general studies associated with the art of songwriting to create new songs composed by the student for recording and performances. The student will interact with faculty, artists and clinicians, to complete a portfolio of songs. Prerequisites: MU-EN 278

MU-MS 420 Worship, Performance, & the Christian Musician [WI] (2)

This course integrates the Christian worldview with music to explore the role of the Christian musician within

the culture. Fulfilling the upper level writing general education course, this course study includes developing a philosophy of worship, analyzing music performances, exploring post-baccalaureate opportunities, and exploring creativity. This is the capstone course of all music majors.

MU-MS 479 Advanced Studio Production Techniques (2)

This course integrates basic recording concepts with Logic computer recording software. Study includes recording and producing complex projects in Logic including a full recording project. Prerequisite: MU-MS 379

MU-MS 495 Music Internship (2-4)

This independent study is designed to prepare the student with job training within the music industry, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MU-MS 498 Thesis [Music] (2-4)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

Natural Science (Applied Departmental Studies)

NS-AP 395 Practicum [Natural Science] (3)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

NS-AP 493 Research Project [Natural Science] (2)

This independent study is designed to

challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research under the supervision of a faculty member.

NS-AP 495 Internship [Natural Science] (4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

NS-AP 498 Thesis [Natural Science] (2)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

Natural Science (Biology)

NS-BI 100 Environmental Science w/Lab (4)

A course designed to introduce the student to the interrelationships between organisms and their environment with emphasis on how man affects these interactions. Environmental issues such as pollution, resource use, loss of biodiversity, etc. are discussed in light of economic, political, and cultural influences. This is a general education science course for non-majors; however it is useful for majors interested in environmental biology. Three hours lecture, two hours lab per week (Offered alternate years).

NS-BI 101 General Biology w/Lab (4)

An introduction to the principles and concepts of the biological sciences. Coverage includes principles of cell biology, heredity, ecology, creation/evolution issues, and a survey of living things. This course is intended for non-science majors although it may also serve as a foundational course for biology majors.

NS-BI 120 Fundamentals of Biological Science (3)

An introduction to the principles and concepts of the biological sciences. Coverage includes principles of science and cell biology, the energy production pathways of cells, a quick overview of the different aspects of living organisms plus an overview of the different body systems. This course is intended for non-science majors although it may also serve as a foundational course for biology majors. Offered online only.

NS-BI 201 Invertebrate Zoology w/Lab (4)

A study of the chemical and physical organization of cells, development, genetics, and a survey of invertebrates with an emphasis on comparative anatomy, morphology, and physiology. Also included is a study of evolutionary and creationist theories and concepts. It is designed to provide a foundation in animal biology for all those interested in further study in life sciences. Prerequisite- NS-BI 101- G or permission from the instructor (Offered alternate years).

NS-BI 202 Vertebrate Zoology w/Lab (4)

A study of the morphology, physiology, and behavior of the vertebrate animals stressing comparative anatomy and evolutionary and creationist theories and concepts. It is designed to provide a foundation in animal biology for all those interested in further study in life sciences. Prerequisite- NS-BI 101 or instructor permission. (Offered alternate years).

NS-BI 203 Plant Biology w/Lab (4)

An introductory lab science course which includes a survey of the major plant groups with emphasis on taxonomy and basic concepts of botany. This is a general education course designed to provide a foundation in plant biology for those interested in further study in the sciences. (Offered alternate years)

NS-BI 204 Human Anatomy & Physiology I w/Lab (3)

The first in a series of two courses

designed to study the gross and micro structure and function of the major systems of the human body. This course will focus primarily on support and movement systems, communication, control and integrative systems. This course is designed for students who need an introduction to anatomy and physiology. This includes those pursuing pre-medicine, pre-nursing, pre-physical therapy, pre-medical technology, sports science majors and others who have an interest in the material. Prerequisites: Minimum of C in NS-BI 101 or instructor permission. Recommended: NS-CH 102 or NS-CH 111.

NS-BI 205 Human Anatomy & Physiology II w/Lab (3)

The second in a series of two courses designed to study the gross and micro structure and function of the major systems of the human body. This course will focus primarily on endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course is designed for students who need an introduction to anatomy and physiology. This includes those pursuing pre-medicine, pre-nursing, pre-physical therapy, pre-medical technology, physical education majors and others who have an interest in the material. Prerequisites: Minimum of C in NS-BI 204.

NS-BI 220 Fundamentals of Anatomy & Physiology (3)

An introduction to the principles and concepts of Anatomy and Physiology. Coverage includes an overview of the body, a discussion of the different levels of organization. It also provides an overview of the body systems. This course is intended for non-science majors although it may also serve as a foundational course for biology majors. Offered online only.

NS-BI 232 Medical Terminology (2) DS

This course is designed to familiarize the student with terms used within the medical field. Specific attention is given to providing a basis through which to understand the prefix, suffix and roots associated with medical terms, as well

as abbreviations. Meanings of terms will also be explored to make the student familiar with both the term and its associated usage.

NS-BI 245 Basic Nutrition w/Lab (3)

This course covers basic human nutritional requirements necessary for good health throughout the life cycle. Emphasis is placed on chemical makeup and sources of nutrients and how they are utilized by the body. Additional topics include weight control, nutritional information sources, nutrition and disease. This course is especially for those interested in allied health careers, family nutrition, or social service.

NS-BI 304 Microbiology w/Lab (4)

This course covers behavior and activity of microorganisms more or less common in the natural environment. Attention is given to bacteria in milk, water, and sewage. Techniques of staining, culturing, and isolating microorganisms are covered. Prerequisite: NS-BI 101, NS-CH 102 or NS-CH 111 (Offered alternate years).

NS-BI 305 Ecology & Natural History w/Lab (4)

The course is designed to introduce students to basic ecological principles and the wide diversity of habitats, animal life forms and behavior patterns. It is a lab/field-oriented, upper division course, but is open to all majors. Prerequisites: NS-BI 101 or permission of instructor. (Offered alternate years).

NS-BI 306 Ecology of the Southwest w/Lab (4)

A travel course (about 4,000 miles) involving camping and field studies for 3 1/2 weeks in New Mexico and Arizona. This course covers basic ecological principles unique to the Southwestern U.S. Visits are made to unique areas of biological significance such as Carlsbad Caverns, White Sands National Monument, Saguaro National Park, the Grand Canyon, and others. It is designed for both science and non-science majors. Prerequisite NS-BI 100 (or higher) or instructor permission.

(Offered every four years during May-Term).

NS-BI 307 Florida Ecology w/Lab (4)

This course is designed as a hands-on lab experience and includes travel, camping, and intensive field study. Biological points of interest include Sanibel/Captiva islands, Corkscrew Cypress Swamp, Everglades National Park, and the Florida Keys. It is designed for both science and non-science majors. Prerequisite NS-BI 100 (or higher) and permission of instructor (Offered every four years during May-Term).

NS-BI 308 Ornithology w/Lab (4)

This course is designed to introduce students to the laboratory and field study of birds of the Great Plains. Course topics will include identification, family characteristics, distribution, ecological requirements and behavior. Course activities will include lectures, videos, projects, library research, laboratory work and field trips. Field trips will be taken to Quivira National Wildlife Refuge, Cheyenne Bottoms and several museums and zoos. The course is designed for any student interested in outdoor education, elementary and secondary education, conservation, wildlife biology, national park and nature center work. It is an upper-division science course but is open to all majors. Prerequisite NS-BI 101 and NS-BI 202 (or higher) and permission of instructor (Offered on demand only).

NS-BI 310 Genetics w/Lab (4)

This course is an introduction to the basic concepts, principles, and applications of classical, molecular, and population genetics. Laboratory experiences include work with transmission genetics, Drosophila studies, and techniques of DNA manipulation. Prerequisites: NS-BI 202 (or higher) and NS-CH 111 or permission of instructor. (Offered alternate years).

NS-BI 364 (MC) Cell & Molecular Biology w/Lab (4)

The molecular organization, function and evolution of prokaryotic and eukaryotic cells. Lab work includes

chromosome analysis, cellular fractionation, cell culture, and electrophoretic studies.

NS-BI 391 Readings in Biology (2)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in biology (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

Natural Science (Chemistry)

NS-CH 102 General Chemistry w/Lab (4)

A study of fundamental principles of chemistry and properties of matter. Emphasizes scientific method, relationship of chemistry to the other natural science, and consumer chemistry. Intended primarily for those who have not previously taken a chemistry course.

NS-CH 111 College Chemistry I w/Lab (4)

This is a general inorganic chemistry course and includes detailed studies of the basics of chemistry, atomic and molecular structure, states of matter, solutions, chemical reactions, equilibrium and nuclear chemistry. Laboratory activities support the classroom topics and also include safety, lab techniques and procedures, and instrumentation. Prerequisite: High school chemistry NS-CH 102 or instructor's approval.

NS-CH 112 College Chemistry II w/Lab (4)

This is the second level of a course designed as survey of inorganic chemistry, which includes detailed studies of the basics of chemistry, atomic and molecular structure, states of matter, solutions, chemical reactions, equilibrium and nuclear chemistry. Laboratory activities support the classroom topics and also include safety, lab techniques and procedures,

and instrumentation. Prerequisite: NS-CH 111 or instructor's approval.

NS-CH 307 Biochemistry w/Lab (4)

This course is designed as an introduction to the chemical process associated with the form and function of living matter and will include course work related to acidity, alkalinity, carbohydrates, amino acids, proteins, nucleosides, nucleotides, nucleic acids, DNA and RNA, as well as other associated topics.

NS-CH 311 Organic Chemistry I w/Lab (4)

The first course in a two-semester sequence of organic chemistry. An emphasis on mechanisms and organic reactions is central to the study. The laboratory portion of the course will focus on the preparation and synthesis, purification, and then analysis of organic compounds. Instrumentation and modern laboratory apparatus will be used. Prerequisites: NS-CH 111 and NS-CH 112. (Offered Alternate years)

NS-CH 312 Organic Chemistry II w/Lab (4)

The second course in a two-semester sequence of organic chemistry. An emphasis on mechanisms and organic reactions is central to the study. The laboratory portion of the course will focus on the preparation and synthesis, purification, and then analysis of organic compounds. Instrumentation and modern laboratory apparatus will be used. Prerequisites: NS-CH 311 (Offered alternate years)

NS-CH 345 Nutritional Biochemistry w/Lab (4)

Designed as a survey of metabolic and nutritional functions in relation to biosynthesis and organic functioning. The course will introduce the student to the chemical interactions associated with nutritive values and functioning.

NS-CH 360 Analytical Chemistry w/Lab (4)

The student will be introduced to complex methods of inorganic quantitative analysis. Topics will include methods of gravimetric and

volumetric analysis utilizing instrumental methods.

NS-CH 385 Advanced Inorganic Chemistry w/Lab (4)

The student will further develop mastery of the periodic properties of the elements and their associated compounds, as well as develop familiarity with their interactions and reactions.

NS-CH 391 Readings in Chemistry (2)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in chemistry (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NS-CH 400 General Physical Chemistry w/Lab (5)

This course is designed to familiarize the student with the physics of chemical reactions. Topics will range from chemical thermodynamics; kinetic theory of gases; properties of solutions, quantum mechanics, spectroscopy, biophysical spectroscopy, intermolecular forces, macromolecules, and statistical thermodynamics. Lab is required.

Natural Science (Mathematics)

NS-MA 085 Basic Algebra (3)

This course is designed for students who need to strengthen their basic algebra skills, but who have a solid foundation in arithmetic skills. Topics studied will include fundamentals of algebra, solutions of linear equations and inequalities, problem solving, graphs of linear equations, operations with polynomials, factoring, rational expressions, radicals, and solving quadratic equations. Developmental course, will count in semester load, but not for credits towards a degree. Required of students with a math Accuplacer score below 247. C- or better required to enroll in NS-MA 090.

(Offered through College Consortium online only)

NS-MA 090 Intermediate Algebra (3)

This course satisfies the prerequisite for College Algebra. Topics include real numbers, variable expressions, first degree equations and inequalities, geometry, linear equations and inequalities in two variables, systems of linear equations, polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic equations. Required of students with a math Accuplacer score between 247 and 262. C- or better required to enroll in NS-MA 104

NS-MA 104 College Algebra (3)

A comprehensive study of algebra that includes topics of theory of equations and graphing; functions and inverse functions; exponential and logarithmic functions and equations; inequalities; complex numbers; quadratic functions and polynomial functions of higher degree along with synthetic division; systems of equations and determinants and matrices; sequences and summation notation and series; and counting principles and probability. Prerequisite: Minimum of C- in NS-MA 090, minimum Math Accuplacer score of 263, or instructor permission.

NS-MA 105 College Trig & Analytical Geometry (2, 3)

A study of angles, triangles, trigonometric functions and their graphs, and vectors. Emphasis is placed on applications of trigonometric functions. Prerequisite: Minimum of C in NS-MA 104, minimum Math ACT score of 20, or instructor permission. (Offered alternate years)

NS-MA 111 Calculus I (4)

The first course (one semester) of a three-semester sequence in calculus including studies of graphs, functions, limits, differentiation and applications of differentiation, integration and applications of integration. Prerequisite: Minimum of C in NS-MA 105, minimum Math ACT score of 20, or instructor permission.

NS-MA 201 Survey of Contemporary Mathematics (3)

This course includes a broad survey of math topics including (but not limited to) algebra, logic, geometry, functions, graphs and probability. The historical and cultural aspects of math as well as its importance to modern society are also studied.

NS-MA 209 Statistics (3)

A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representation, measures of central tendency and dispersion, probability theory and various significant tests of relationship, association, and correlation. Prerequisite: Minimum of C in NS-MA 104 or permission of instructor.

NS-MA 211 Calculus II (4)

A continuation of Calculus I. The course includes a study of integration, applications of integration, and infinite series. Prerequisite: Minimum of C in NS-MA 111.

NS-MA 212 Multivariable Mathematics (3). Topics include infinite series, three-dimensional geometry, and functions of n-variables.

Prerequisite: NS- MA 211 with a grade of C or better.

NS-MA 310 Research Methods/Applied Statistics (3)

Designed to introduce students to the use of statistical models and formulas used in research methodology and design. Statistical methods are used to analyze data and test results against hypothesis and algebraic models. The student will be introduced to technological tools designed to aid in the translation and presentation of mathematical concepts and outcomes. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: NS-MA 209 or permission of the instructor.

NS-MA 311 Calculus III (4)

This is the third of three courses in the basic calculus sequence. This course includes the study of vector functions, functions of two or more variables, partial derivatives, quadratic surfaces, multiple integration, and vector calculus including Green's Theorem, Curl and Divergence, surface integrals, and Stoke's Theorem. Prerequisite: Minimum of C in NS-MA 211

NS-MA 312 Linear Algebra (3)

Linear algebra is an area of mathematics that deals with the properties of vectors, matrices, and other related mathematical structures. Interestingly, these topics readily lend themselves to a very rigorous study of the underlying mathematical theory, as well as to a broadly applications-oriented study of concepts, methods and algorithms. This course will place roughly equal emphasis on theory and applications. Main topics to be covered include: linear systems and their solutions; linear transformations; matrix and vector algebra; vector spaces; determinants; eigenvectors; and orthogonality. Offered residentially only.

NS-MA 314 Advanced Analysis (3, 5) DS

A study of fundamental concepts of analysis, functions of bounded variation, integration, sequences of functions. Fourier series, functions of a complex variable. Prerequisite: Minimum of C in NS-MA 211 or instructor permission.

NS-MA 316 History of Mathematics (2)

This course consists of an exploration of some of the major themes in mathematics—calculation, numbers, geometry, algebra, infinity, formalism—and their historical development in various civilizations, ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. This will include a study of how earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations. Contributions from mathematicians such as Archimedes,

Descartes, Fermat, Newton, Leibnitz, Euler and Gauss are discussed. Emphasis is given to how mathematics relates across disciplines as well as mathematical connections within the discipline. Prerequisite: Permission of the instructor.

NS-MA 391 Readings in Mathematics (2)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in mathematics (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NS-MA 411 Differential Equations (4)

Includes the study of ordinary differential equations and linear algebra. The theory of linear systems is explored, as well as theorems associated with existence and uniqueness. Students will also receive an introduction to partial differential equations. Prerequisite: Minimum of C in NS-MA 211. Recommended: NS-MA 311.

NS-MA 412 Advanced Calculus (4)

The course is designed to review the algebraic and topological structure of the real number system. Specific focus will be given to the mastery of one-variable calculus including continuous, differentiable, and Riemann integrable functions and the Fundamental Theorem of Calculus. Other topics will include uniform convergence of a sequence of functions, contributions of Newton, Leibniz, Cauchy, Riemann, and Weierstrass. Prerequisite: Permission of the instructor.

NS-MA 413 Modern Advanced Algebra (3-4)

This course is a one-semester course designed to study the abstract ideas of modern algebra including fields, groups, rings, vector spaces and modules. Within the context of actual

concrete problems, which spawned these abstract ideas, is the manner in which these topics will be studied. Rigorous proofs of theorems and applications will be a major topic. Prerequisite: Permission of the instructor.

NS-MA 414 Discrete Mathematics (3-4)

This is a course that provides the mathematical basis for computer science, but it has a much broader mathematical application. This course covers applications in discrete mathematics through the study of logic and proofs, set operations, Venn diagrams, trees, Cartesian products and counting relations, functions and relations, concepts of algorithms, combinatorics, discrete probability, and graphs. Prerequisite: Permission of the instructor.

NS-MA 415 Modern Geometry (3-4)

This is a one-semester course which includes a study of both Euclidean geometric topics (angle measurement, congruence between triangles, similarities between triangles, parallel postulates) as well as non-Euclidean geometry. Other topics include projective geometry, convex figures and other foundations of geometry. Prerequisite: Permission of the instructor.

Natural Science (Physics)

NS-PH 205 General Physics I w/Lab (4)

This course is the first in a two-course sequence, which completes an eight semester hour college algebra-based physics block. It meets the requirement for a basic professional level course supporting science majors not needing a calculus based physics course such as those going into pre-med. However, for those planning to take the MCAT, both semesters are needed. Topics covered include mechanics and fluids. Prerequisite: Minimum of C in NS-MA 104 College Algebra or permission of the instructor. Lab is required.

NS-PH 206 General Physics II w/Lab (4)

This course is the second in a two-course sequence, which completes an eight semester hour college algebra-based physics block. It meets the

requirement for a basic professional level course supporting science majors not needing a calculus-based physics course such as those going into pre-med. However, for those planning to take the MCAT, both semesters are needed. Topics covered include thermodynamics, electricity, and optics. Prerequisite: NS-PH 205. Lab is required.

NS-PH 215 University Physics I w/Lab (5)

This course is the first in a two-course sequence which completes a 10 semester hour calculus based physics block. It meets the requirement for a basic professional level calculus based course supporting engineering, mathematics, and science majors. Topics covered include mechanics and fluid mechanics. Prerequisite: NS-MA 111 or permission of the instructor. Lab is required.

NS-PH 216 University Physics II w/Lab (5)

This course is the second in a two-course sequence which completes a 10 semester hour calculus based physics block. It meets the requirement for a basic professional level calculus-based course supporting engineering, mathematics, and science majors. Topics covered include thermodynamics, electricity and magnetism, and optics. Prerequisite: NS-PH 215. Lab is required.

NS-PH 391 Readings in Physics (3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in physics (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

Natural Science (Physical SCIENCES)

NS-PS 104 Earth Science (3)

An introductory study of the concepts

and principles of earth science, including geology, oceanography, meteorology, astronomy, and the universe and its origin. This course is required for secondary science education majors and also recommended as a general education science course.

NS-PS 105 Introduction to Astronomy w/Lab (4)

NS-PS 106 Introduction to Astronomy (2)

Through this course, the student will have the chance to discover the amazing science of astronomy and space exploration. Designed as a non-major, general introductory course, students will take a hands-on approach to topics such as Kepler's law, Newton's law, astronomical bodies, cosmology, rocketry, astrophysics, and astronautics. If the course includes KAOS at the Cosmosphere, there is a \$500.00 fee for the course.

NS-PS 305 Meteorology (4)

Designed as an introductory course in the field of meteorology, this course will expose the student to the basic concepts of weather and weather analysis. Topics include atmospheric structure, weather systems, forecasting, severe weather patterns, precipitation, as well as other general topics. Prerequisite: Permission of the instructor.

NS-PS 391 Readings in Physical Science (3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in the physical sciences (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

Natural Science (Seminar)

NS-SM 291 Natural Science Seminar (1)

Critical thinking and the use of

reasoning are vital to the person who wishes to know the truth and apply it to daily living. To be fully engaged in the process of living and interacting with other people requires the ability to reason logically and think critically. Students undertake both individual and group learning experiences to sharpen and focus their reasoning and thinking skills applied to: a). generally- Christian perspective; and b). specifically- science inquiry and reasoning.

NS-SM 491 Senior Seminar [Natural Science] [WI] (1)

This course is offered to natural science majors and liberal studies majors with science concentrations as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.). Pre-requisite: C- in EN-CP 104.

Sport Science & health (Activity)

SP-AC 116 Fitness Walking I (1)

SP-AC 129 Yoga (1)

SP-AC 134 Weight Training I (1)

This course is designed to introduce students to the fundamentals of weight lifting. Students will learn to organize aspects of lifting, safety, general knowledge of muscles and components, psychological and physiological aspects in weight lifting; and understand the importance of weight lifting in relation to the Strength model.

SP-AC 146 Folk, Square, & Social Dance I (1)

SP-AC 148 Zumba (1)

SP-AC 348 Zumba II (1)

This course satisfies the requirement for an activity course in the general education curriculum or other activity requirements by a specific major. Content includes an introduction Zumba®, a Latin dance inspired aerobic work-out. It requires performance of specific skills and safe class participation. Students are encouraged to work within their own limitations

and progress at their own pace. A typical class will include rhythms in salsa, merengue, reggaeton, and cumbia.

SP-AC 149 Pilates (1)

SP-AC 349 Pilates II (1)

This course satisfies the requirement for an activity course in the general education curriculum or other activity requirements by a specific major. Content includes an introduction to body awareness, beginner and intermediate mat exercises, designing and implementing a Pilate's exercise mat program for group exercise format, and how to integrate Pilates into other fitness formats such as body sculpting, core conditioning and yoga Pilates fusion.

SP-AC 204 Movement & Composition (1)

Co-requisite: HU-TH 204.

SP-AC 205 Recreational Activities (2)

The purpose of this course is to introduce the student to the use of recreational games and activities in order to improve quality of life. Focus is on small and large group activities.

SP-AC 316 Fitness Walking II (1)

SP-AC 329 Yoga II (1)

SP-AC 334 Advanced Weight Training II (1)

This course is designed to expand on the fundamentals of weight lifting. The course focuses on FITT application, proper program design, nutrition guidelines, proper workload assessment and application. Prerequisite: SP-AC 134 Weight Training I.

SP-AC 346 Folk, Square, & Social Dance II (1)

SP-VS 141 Junior Varsity Sport

Participation [First two semesters of participation] (Baseball, Basketball and

Men's Soccer only.)³⁵

SP-VS 341 Sport Participation [Second two semesters of participation]

Instruction and participation in a specific sport. To receive credit the student must be an official member of the junior varsity team and attend scheduled practices and games.

A – Baseball

B – Basketball (M)

C – Soccer (M)

SP-VS 151 Varsity Sport Participation [First two semesters of participation]

SP-VS 351 Varsity Sport Participation [Second two semesters of participation]

Instruction and participation in a specific sport. To receive credit the student must be an official member of the varsity level team and attend scheduled practices and games.

A – Baseball

B – Basketball (M)

C – Soccer (M)

D – Tennis

E – Volleyball (W)

F – Cross Country

G – Softball

H – Soccer (W)

I – Basketball (W)

J – Cheerleading

K – Golf

L – Track

M – Wrestling (M)

N – Lacrosse

O – Wrestling (W)

P – Volleyball (M)

Sport Science & Health (General)

SP-SH 100 Fitness and Wellness (2)

The purpose of this course is to provide an understanding of the relationship of physical activity and fitness health to encourage students to select an appropriate personal lifestyle necessary to producing life-long health and well-being.

SP-SH 101 Wellness for Life (3)

This course introduces the student to basic life wellness concepts and

practices. Through the course the student will gain applicable tools for self-assessment related to physical well-being and be equipped with the tools necessary to create healthy life patterns.

SP-SH 201 First Aid (0)

Students must complete and provide proof of current first-aid certification. This course will be added to the transcript to show this milestone.

SP-SH 202 Introduction to P.E., Sport, & Fitness (3)

Includes a historical and contemporary view of physical education career possibilities, aims, and objectives, with a view toward the development of a basic philosophy of physical education, sport, and fitness. Pre-requisite: First Aid Certification.

SP-SH 203 Care & Treatment of Athletic Injuries (2)

This course is designed to expose students to cause, immediate care, and therapy for athletic injuries. It includes lectures, field trips, and practical application in the training room atmosphere. The art and science of “taping” will be stressed. Resource material will include the Cramer self-study training techniques.

SP-SH 204 Theory of Coaching (2)

A course for students who may be interested in coaching. Students will learn how to organize, plan, and run an athletic program. Attention will be given to conditioning, practices, game preparation, etc. In addition, the course will be individualized for each sport the student may wish to coach.

SP-SH 205 Athletic Training (2)

This course addresses the responsibilities of an athletic trainer in program development, as well as in injury prevention and management.

SP-SH 206 Introduction to Coaching (3)

This course surveys the role of the coach as individual and team manager. Coaching principles and practices are

investigated through real-world cases designed to challenge the individual in assessing individual preparedness for the coaching role.

SP-SH 208 Introduction to Team Sports (2)

The study, practice, and organization of sports such as soccer, volleyball, basketball, baseball, softball, etc.

SP-SH 210 Personal & Community Health (2)

This course teaches healthy and intelligent living and the application of the fundamental principles of health. Various topics covered include fitness, nutrition, concepts of aging, infectious diseases, drug and tobacco use and consumer health.

SP-SH 250 Leisure & Sport Programming (3)

An introduction to the history and philosophy of intramural programs, as well as foundational information in recreation.

SP-SH 270 Officiating (2)

Includes football, baseball, basketball, and volleyball. Instruction and participation in individual or team sports.

SP-SH 305 Theory of Coaching Basketball (2)

A course aimed at the development of people in the basketball coaching field. Students will learn to organize all aspects of a junior high or high school basketball program; develop strategies most effective for personnel in a basketball program; understand the role of psychology in coaching basketball, and understand the administrative role of a coach in a basketball program. It is recommended students take SP-SH 204 prior to taking this course.

SP-SH 306 Theory of Coaching Tennis (2)

The objective of the course is to be able to teach the game of tennis, coach the game of tennis, organize tennis

³⁵ Students may receive a maximum of four credits from varsity sport, junior

varsity sport, or a combination of both. Even if the student is in multiple sports,

only four total credits may be used toward graduation.

practices, make up and utilize a budget, operate home meets and tournaments, schedule for a season and improve one's personal tennis playing skills.

SP-SH 307 Individual and Dual Sport Analysis (2)

This course is designed to develop a knowledge and skill of individual and dual sports. Included will be technique on how to teach as well as coach these sports. Possible sports include badminton, bowling, golf, racquetball, and tennis. Other sports may be introduced as time and interest allow. (Offered alternate years)

SP-SH 308 Exercise Physiology (3)

A study of the effects of exercise on the major systems of the human body including the cardiorespiratory, neuromuscular, glandular and digestive. Other effects influencing human exercise will be examined including climate, altitude and ergogenic aids. Prerequisite: NS-BI 101 General Biology w/ Lab.

SP-SH 309 Outdoor Recreation Education (3)

A foundational course detailing numerous outdoor activities, their effects and benefits for our society.

SP-SH 310 Kinesiology (3)

A study of human motion emphasizing the musculoskeletal structure and neuromuscular involvement in voluntary movement. In addition, biomechanical principles involved in the performance of motor/sport skills and strength training exercises. Prerequisite: NS-BI 101 General Biology w/ Lab and NS-BI 204 Human Anatomy & Physiology I.

SP-SH 311 Biomechanics (3)

The study of the structure, function and motion of the mechanical aspects of living organisms. The forces studied include both the internal forces produced by muscles and the external forces that act on the body. Prerequisite: SP-SH 310.

SP-SH 312 Adaptive Physical Education (2)

Methods of classification of exceptional students, program planning and

teaching of activities appropriate to needs of the disabled are examined.

SP-SH 313 Theory of Coaching Baseball (2)

The objective of the course is to be able to teach the fundamental aspects of coaching baseball including player management, team management, administration, strategy, rules, and officiating.

SP-SH 314 Sport Nutrition (3)

This course is designed to review the many aspects of nutrition and how it plays a role in improving and impeding health, fitness, and sport performance. Prerequisite: NS-BI 101. Recommended: NS-BI 204.

SP-SH 318 Theory of Coaching Soccer (2)

A course designed to introduce the student to the fundamentals of soccer coaching. Students will learn to organize aspects of team management; develop an appreciation for styles and formations of play; understand the role of the psychological and physiological aspects of the game; and understand the role of a coach in a soccer program.

SP-SH 320 Measurement & Evaluation in Health & Physical Education (3)

This course will consider the basic principles related to measurement and evaluation including the selection, administration and use of tests unique to the field of health and physical education. Special emphasis will be placed on testing procedures.

SP-SH 325 Principles of Strength and Conditioning (3)

This course is designed to develop the knowledge and practical skills necessary to design and implement strength and conditioning programs. This includes the application of physiological principles to the development of specific conditioning and training methods aimed at improving muscular strength, power, speed, agility, endurance, balance, stability, and hypertrophy. Emphasis will be placed on creating and administering evidence-based

periodized training programs and ensuring safe and productive technique of fundamental exercises in each modality.

SP-SH 395 Practicum [Exercise Science] (3)

This independent study is designed to provide the student with "real-world" experience. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SP-SH 410 Recreational Facilities (3)

This course focuses on designing, planning and managing sports arenas and facilities. Prerequisites: SP-SH 202 or SP-SM 200.

SP-SH 415 Exercise Testing, Evaluation, & Prescription (3)

This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness. Prerequisites: SP-SH 308, SP-SH 310, and SP-SH 320.

SP-SH 421 Exercise Prescription for Special Populations (3)

This course will help students understand how to utilize effective exercise programs to help promote health for those with special conditions/diseases. Prerequisite: SP-SH 308 Exercise Physiology.

SP-SH 426 Motor Learning (3)

This course is designed to give a solid understanding of the development of motor skills and the principles and theories that govern that development. This course includes applied analysis of motor learning and motor development principles and theories throughout the human life span (focus on PreK-12).

SP-SH 491 Sport Science Seminar (1)

Required of all seniors graduating with a major from this department. The course format differs from year-to-year depending on the facilitator and

industry related issues. The intent of the course is to prepare the student for the transition to further education or employment. Specific attention is given to synthesis and integration of the learning experience. Research, special projects and readings, and discussion are typical formats for this course. Prerequisite: Senior Standing or Permission of the Department Chair.

SP-SH 495 Internship [Exercise Science] (3)

This independent study is designed to provide the student with on the job training, under the tutelage of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

Social sciences (Applied Departmental Studies)

SS-AP 291 Scientific Writing Seminar: APA (1)

Designed as an introductory course into scientific writing, students will become familiar with APA writing skills. During this course students will produce a series of papers designed to master scientific writing skills while at the same time becoming acquainted with possible professions related to their major. Students will discover educational paths available to them, become familiar with institutional resources and explore personal strengths and weaknesses related to future success.

SS-AP 391 Readings in Social Science (3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in social sciences not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

SS-AP 395 Practicum [Social Science] (3)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SS-AP 493 Research Project (3)

This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.

SS-AP 491 Senior Seminar [Social Science] [WI] (1)

This course is offered to any student majoring in a social science (other than Psychology) as a “capstone” course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.).

SS-AP 495 Internship [Social Science] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

Social Sciences (Criminal Justice)

SS-CJ 100 Online Criminal Justice (3)

This introductory course functions as the starting point for students embarking on criminal justice studies through the internet medium. (Online only)

SS-CJ 110 Introduction to Criminal Justice (3)

This course focuses on the formal crime control process in the United States. Students will examine the agencies and processes involved in administering justice: the police, the prosecutor, the courts, and correctional systems. *Students may receive credit for only one of the following courses: SS-CJ 110, SS-CJ 235.* (Online only)

SS-CJ 212 Introduction to Corrections (3)

Outlines the history, current practices, and future directions of corrections in a systematic process showing the evolving changes within the institutional and community-based corrections. Topics include the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer. (Online only)

SS-CJ 213 Drugs and Criminal Justice (3)

An introduction into how drugs are related to crime looking at the variety of connections including the possession, manufacture, or distribution of drugs. Explores the relationship of crime to the effects they have on the user’s behavior and by generating violence and other illegal activity in connection with drug trafficking. (Online only)

SS-CJ 214 Introduction to Law Enforcement (3)

The development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change. (Online and On-ground) (Offered Alternate Years)

SS-CJ 215 Introduction to Courts (3)

A look at the basic structure of the court system and court process. An up-to-date coverage highlighting several recent trends of the court system. (Online only)

SS-CJ 225 Serial Killers (3)

A course that will outline the cultural,

family, religious, and psychological profiles of serial killers as well as how they choose their victims. Stereotypes and myths will be explored. (Online only)

SS-CJ 232 Terrorism and Counterterrorism (3)

This course examines terrorism from a historical, cultural, and judicial standpoint. The student will study the creation and radicalization of terrorist organizations and the counterterrorism measures taken to preserve public safety. (Online only)

SS-CJ 235 Criminal Justice Systems (3)

Introduction to the historical backgrounds, agencies and processes, purposes and function, ethics, administration, and technical problems of the criminal justice system. *Students may receive credit for only one of the following courses: SS-CJ 110, SS-CJ 235.* (Offered on ground and Alternate Years)

SS-CJ 332 Investigations and Evidence (3)

Students will learn to recognize the relevant components of a successful and ethical criminal investigation and to classify and summarize evidentiary procedure for several different types of investigations. After completion of this course, they will be prepared to go into the field to be trained on investigations, view overall investigations and identify and organize evidence, evaluate evidence based upon constitutional standards, and create an investigative report. (Online only)

SS-CJ 241 Introduction to Law & Legal Studies (3)

Students will become knowledgeable on law within the legal system. They will be introduced into the field of law and its impact on society and exposed to the historical precedents and to the most current programs and practices. In an academic setting, the latest programs and research will be explored. In a practical setting, students will be assigned to a law office of their interest (according to availability) to observe and interact

with professionals in the legal field as part of the course work. At the conclusion of the course, students should be able to recognize which theories relate to law and current issues and which do not. There will be an additional fee. (Prerequisites: approval from the instructor and be in good standing with the college) (On ground only) (Offered alternate years).

SS-CJ 242 Patrol Operations (3)

This course is intended to provide students with a broad overview of patrol operations in the criminal justice system. Students will be required to complete 60 hours of "street time" with a state certified law enforcement officer. Upon completion, the students should be able to understand how the constitution and criminal law relates to the patrol process. Prerequisite: declared Criminal Justice major. (On ground only) (Offered Alternate Years)

SS-CJ 316 Introduction to Forensic Science (3)

Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories. Focus on fingerprint and firearm identification, trace evidence (hair, fiber, paint, and glass), blood, DNA evidence, forensic documentation examination, crime scene kits, and forensic microscopy. (Online and On-ground) (Offered Alternate Years)

SS-CJ 320 Ethics in Criminal Justice (3)

Identifies and explores ethics and values in the criminal justice system, paying special attention to issues of social inequality. Discusses remedial strategies and behavior relating to unethical behavior from an individual and group perspective. (Online only)

SS-CJ 330 Statistics in Criminal Justice (3)

Descriptive and inferential statistics covering univariate, bivariate, and multivariate statistical techniques. Focus on probability theory, significance testing, inferential statistics used for quantitative data analysis by criminal justice researchers and administrators. (Online only)

SS-CJ 340 Criminal Law (3)

This course examines substantive criminal law: principles of criminal law and analysis of various offenses, parties to crime, and defenses. (On ground only) (Offered Alternate Years)

SS-CJ 341 Criminal Investigations (3)

This course provides an introduction to the science of criminal investigation. The course will consist of lectures and class discussion, covering the historical origins and evolution of detective/investigative work, then the current method of solving crime, which involves the science and art of investigating crime. Current scientific methods and how they are used in various investigations will be discussed. A "realistic" approach will be maintained to solving crime and how cases are prepared for prosecution. (On ground only) (Offered Alternate Years)

SS-CJ 342 Corrections (3)

The purpose is to become knowledgeable on current correctional subsystems within the larger criminal justice system. The student will be introduced into the field of corrections and its impact on society and will be exposed to the historical precedents to the most current programs and practices. In an academic setting, the latest programs and research will be explored. In a practical setting, students will be assigned to a correctional facility/office of their interest (and availability) to observe and interact with professionals in this field as part of the course work. At the conclusion, students should be able to recognize what theories relating to corrections apply to current issues and those that do not. There will be an additional fee. Prerequisites: approval from the instructor and be in good standing with the college. (Offered on ground and on demand)

SS-CJ 343 Criminology (3)

This course is a study of crime as a form of deviant behavior, nature and extent of crime, past and present theories, evaluation of prevention, control and treatment programs. (Online and On-ground) (Offered Alternate Years)

SS-CJ 350 Police Administration (3)

An organizational management and systems approach to the study of police administration. Emphasizes the administration of various police function, organizational structures, resources management, operational techniques, professional ethics, and leadership principles and their implications for generalized and specialized units. (Online and On-ground) (Offered Alternate Years)

SS-CJ 352 Comparative Justice (3)

The class will examine issues related to crime throughout the world. The student will identify, analyze, and compare the criminal justice systems in the U.S. with those of other countries. The course will explain the basic worldwide philosophies of law and justice, the arrangements for crime prevention and law enforcement, and the methods of selecting judges and juries around the world. (Online only)

SS-CJ 441 Criminal Procedure (3)

This course is focused on analyzing Supreme Court decisions, identifying the various balancing tests and weighing government power against individual rights in order to determine the reasonableness of government action. Students will critically engage and have a working knowledge of the Fourth Amendment and will know the warrant requirements, exceptions to the warrant requirements and the objective standards for the government actions. The student will be able to apply the general principles and constitutional analysis learned in this course, to everyday life. Topics such as search and seizure, warrants, interrogations, court procedure, and rules of evidence will be explored.

SS-CJ 450 Criminological Theory (3)

This course focuses on the major theoretical explanations for crime and delinquency. (Online only)

SS-CJ 452 Victimology (3)

Theories and history shaping the biopsychosocial and environmental characteristics of crime and violent victimization are examined with emphasis on their intersection with

issues of race, gender, class, ethnicity, and sexual orientation. (Online only)

SS-CJ 470 Juvenile Justice (3)

Theoretical foundations of delinquency causation. Historical tracing of the American juvenile justice system including the juvenile court and its jurisdiction. Police interaction with juveniles; treatment and correctional strategies for young offenders. Examination of prevention and treatment approaches. (Online only)

SS-CJ 482 Community Corrections (3)

This course focuses on probation, parole, and other intermediate sanctions and community treatment options. Each is examined from both punishment and treatment model perspectives. (Online only)

SS-CJ 490 Crisis Management (3)

The course develops managerial skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public. (Online only)

SS-CJ 495 Criminal Justice Capstone (3)

This course provides the student with the opportunity to demonstrate mastery of the knowledge, skills, and abilities obtained through his or her academic journey through previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.). This course is the educational capstone for those majoring in Criminal Justice. It is designed to integrate the learning experience in preparation for further educational endeavors or professional placement. (Online only)

Social Sciences (Human Services)**SS-HS 100 Introduction to Human Services (3)**

Students will examine the human services as a profession. Students will explore the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on

employment in the human services professions. Students will explore themselves as potential human service professionals. (Offered Online Only)

SS-HS 200 Legal and Ethical Issues in Human Services (3)

Students will engage ethical matters common to human services. A number of professional codes and values related to health care, education, social work, mental health, law enforcement, and criminal justice will be explored. Students are expected to become familiar with the ethical decision-making process, and to apply these concepts. (Offered Online Only)

SS-HS 300 Applied Case Management (3)

Students will discover the form and function of case management. Through the use of case studies, students will evaluate client needs and clarify the types of data necessary to ensure the timely, ethical, and effective delivery of services. In addition to practicing essential interviewing strategies, students will practice effective models of documenting and retrieving data. (Offered Online Only)

Social Sciences (Political SCIENCE)**SS-PO 112 Current World Problems (3)**

A critical examination of international affairs and issues, evaluated in terms of historical perspective, sociological impact, international political implications, and their effect on American culture and policies. (Offered on demand)

SS-PO 333 Political Science & Thought (3)

Designed as an introductory course to political theory, this course will expose the student to political philosophy and its influence on how societies interpret the role of humanity and its governing bodies. (Offered On ground) (Offered alternate years)

Social Sciences (Psychology)**SS-PY 110 General Psychology (3)**

A general introduction to psychology with special emphasis upon psychology as a basic science dealing with human

behavior. The student is introduced to sensation, perception, learning, personality disorders, psychotherapy, and social psychology. Designed for both majors and non-majors.

SS-PY 201 Developmental Psychology (3)

A study of the physical, mental, social, and personality growth and development for the full life span of the human being. (Offered Online and On ground) (Offered alternate years)

SS-PY 209 Statistics (3)

A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representation, measures of central tendency and dispersion, probability theory and various significant tests of relationship, association, and correlation. Prerequisite: NS-MA 104 College Algebra or equivalent (Offered On ground)

SS-PY 210 Statistics for the Social Sciences (3)

This course is designed to expose the student to the logic of statistical reasoning and its application in the quantitative social sciences. Through a practical approach, the student is provided an accessible introduction to descriptive statistics and statistical inference. It is recommended that the student has completed algebra-based course work. (Offered Online)

SS-PY 211 Leadership Development (2)

This course is designed to introduce the student to the basic principles of leadership and followership. The course will investigate the essential elements of both concepts and challenge the student to master the concepts relative to both. Specific attention will be placed on Leadership Styles, Followership Styles, Personality Styles, Spiritual Gifts, and the Leader/Follower Relationship. (Offered On ground)

SS-PY 220 Stress Management (3)

Designed as an applied science course, students will be introduced to the history and science of stress studies.

The role of stress (negative and positive) will be reviewed with specific emphasis placed on the interaction of physiological, psychological, and spiritual factors. (Offered Online and On ground) (Offered alternate years)

SS-PY 226 Introduction to Life Coaching (3)

In the helping profession, life coaching is becoming a recognized practice that spans the nuances of pastoral/lay counseling and professional clinical counseling. While many of the skills used in pastoral, life coaching, and clinical counseling are similar, there are differences that must be considered. Through this course, students will have the opportunity to master basic elements of life coaching and become familiar with a biblical framework for interpreting the role of coach. (Offered Online) (Offered alternate years on ground)

SS-PY 305 Human Sexuality (3)

This course is designed as an exploration in to the biological, psychological, theological, social, moral, and cultural issues related to human sexuality. The intent of this course is to examine sexuality within the context of modern science, contemporary society, and Judeo-Christian perspectives. Emphasis will be placed on helping students develop a holistic appreciation of sexuality and the construction of a sexual ethic that advocates moral responsibility for personal and public sexual health. (Offered Online and On ground)

SS-PY 307 Child & Adolescent Development (3)

This course surveys the developmental process of children and adolescents within the context of contemporary culture. The course offers theoretical perspectives and empirical findings as well as opportunities for observation and/or case studies. (Offered on ground by demand)

SS-PY 309 Adolescent Psychology (3)

Adolescent Psychology is a practical class for future youth workers, school counselors, lay counselors, professional counselors, social workers, teachers,

and anyone who will be in regular contact with adolescents. Building on the foundation obtained through a fundamental study of classical developmental theory and developmental psychology, this course will further enhance the student's understanding of the role and function of psychology as it relates to adolescents. The course is designed to introduce and familiarize students with the physical, psychological, social, cognitive, spiritual and emotional issues that accompany the transition from childhood to adulthood. The primary focus of this course is on normal adolescence but some contemporary issues associated with problems of adolescents will also be addressed (e.g. substance abuse, delinquency, etc.). (Offered on ground) (Offered alternate years)

SS-PY 310 Research Methods/Applied Statistics (3)

Designed to introduce students to the use of statistical models and formulas used in research methodology and design. This research process will be investigated by actively involving the student in developing research questions, hypotheses development, evaluating ethical issues, collecting and analyzing data, and reporting research results. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: NS-MA 209 or SS-PY 210. (Offered online and on ground) (Offered alternate years)

SS-PY 311 Followership & Servant Leadership (3)

This course will challenge the student to integrate the latest research concerning organizational effectiveness, specifically related to research related to Followership and Servant Leadership. Self-analysis will be balanced with organizational analysis and real-world application. The student will exit the course better prepared to be an effective team member. (Offered on demand)

SS-PY 312 Personality Psychology (3)

An introduction to the theoretical approaches designed to explain the development of personality. While the purpose of the course is to engage contemporary theories and application of Personality Psychology, historical theories will also be explored.

Prerequisite: SS-PY 110 General Psychology. (Offered on ground and alternate years)

SS-PY 320 Social Psychology (3)

The study of how the individual is influenced in his or her behavior, attitudes, perceptions, emotions, and thoughts by other people. (Offered Online and on ground) (Offered alternate years)

SS-PY 325 Counseling (3)

A combination of theory and practice. Basic listening and counseling skills are stressed and combined with some of the major counseling theories.

Prerequisite: SS-PY 110 General Psychology

SS-PY 327 Christian Counseling (3)

This course is designed to introduce the student to basic principles and perspectives related to a Christian approach to counseling and lay counseling. Students will investigate specific responses, based on biblical and theological principles, commonly experienced through the life span. (Offered Online only)

SS-PY 330 Abnormal Psychology (3)

Students will be exposed to the DSM-IV (diagnostic manual) and all psychological disorders from multiple perspectives. They will study many disorders, all disorders presently listed in the DSM-V, as well as case studies of disorders. Prerequisite: SS-PY 110 General Psychology (Offered On ground and alternate years)

SS-PY 332 Developmental Psychopathology (3)

Using the context of developmental psychopathology, this course will introduce the student to normative and non-normative development while investigating the role of biology, family,

society, and culture. Emphasis is placed on children and adolescents.

SS-PY 335 Industrial/Organizational Psychology (3)

A survey of the applications of psychology in industry, the course topics include personnel selection, training, and performance appraisal; organizational psychology and job design; human engineering of the industrial workplace; and issues of employee motivation, morale, safety and health. An emphasis is placed on the application of psychological principles to the understanding of organizational effects on individual and group behavior. (Offered Online only)

SS-PY 341 Cognitive Psychology (3)

This course investigates the concept of human cognition by exploring topics such as perception, attention, action, memory, and problem solving. Each of these topics is investigated from an information processing point of view. Basic theoretical models, classic and recent research, developing theories and applications in areas such as education will be discussed.

Prerequisite: SS-PY 101 General Psychology and sophomore standing or above. (Offered on ground and alternate years)

SS-PY 355 Organizational Behavior (3)

This course examines the psychological and sociological variables important in understanding individual motivation, group functioning, change, creativity, organizational design, conflict and leadership in organizations. Particular attention is given to the application of leadership and management principles within the organizational structure. (Offering on ground and alternate years)

SS-PY 391 Readings in Psychology (1-3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in psychology. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used,

schedule of meeting times, and description of project/paper to be used for final evaluation. (Offered on ground and on demand)

SS-PY 400 Sport & Exercise Psychology (2)

This course focuses on the application of psychological principles within the realm of sports and competition. Special attention will be given to the psychological components of sport that can hinder and enhance the athlete. Coaching and mentoring strategies are evaluated, as well as topics such as motivation, personality, anxiety, performance, and environment. (Offered on ground and alternate years).

SS-PY 403 Physiological Psychology (3)

This course provides a survey of biopsychology and the neurological basis for behavior, including a rudimentary overview concerning the physiology, anatomy and chemistry of the brain and central nervous system. Prerequisite: SS-PY 291 Sophomore Seminar in Social Science. Prerequisite: SS-PY 110 General Psychology. (Offered alternate years)

SS-PY 425 Systems & Theories of Psychology (3)

This course reviews the history of psychology from early developments to contemporary developments. Particular attention will be directed to the development of Christian Psychology and its insights into the field of psychology. Prerequisite: SS-PY 110 General Psychology. (On demand)

SS-PY 431 Introduction to Art Therapy (2-4)

This course introduces the theoretical and practical use of art within a therapeutic framework. The student will gain a unique perspective of how art and its practice can be used to affect behavioral, spiritual, emotional, and psychological aspects of the human being. The course culminates in the production and presentation of a psychological art exhibit. Prerequisite: SS-PY 110 General Psychology. (On demand.)

SS-PY 452 Psychology of Religion (2)

This course will investigate the role of religion and its effects on beliefs, behavior, self-conception, motivation, emotions, and sociological interactions. Students will be challenged to investigate the psychological issues related to conversion, adherence, and ritual. Prerequisite: SS-PY 110 General Psychology. (On demand.)

SS-PY 493 Research Project [Psychology] (3)

This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.

SS-PY 495 Internship [Psychology] (3)

This independent study is designed to provide the student with on-the-job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 120 hours of work. (On demand)

SS-PY 498 Capstone [Psychology] (3)

The capstone course provides the

student with the opportunity to demonstrate mastery of the knowledge, skills, and abilities obtained through his or her academic journey. The outcome of the course will include two artifacts to include in the student portfolio. The first is a continuation of the Research Project, which will result in the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question. The second is a Comprehensive Case Study applying therapeutic techniques, theories, and perspectives. This course is the educational capstone for those majoring in the psychology/social sciences. It is designed to integrate the learning experience in preparation for further educational endeavors or professional placement. Prerequisite: SS-PY 493.

Social Sciences (Sociology)**SS-SO 202 Principles of Sociology (3)**

An introductory course dealing with social theory, processes, institutions, and problems, it emphasizes the impact society has on the individual. Designed for those desiring to major in the field as well as for others who want an understanding of the structure and functions of society.

SS-SO 306 Social Problems (3)

A close examination of major sociological problems such as those related to race, sexuality, the family, poverty, crime, drug usage, and the environment. Prerequisite: SS-SO 202 — Principles of Sociology. (Offered on demand)

SS-SO 328 Field Anthropology (4)

This course will provide students with an opportunity to explore anthropological principles and insights in both the classroom and the field. The relationship between the natural environment and various components of culture (material, social, spiritual) will be explored. (Offered occasionally)

SS-SO 381 Marriage and Family (3)

Areas considered include the background of marriage and the family, marriage preparation and partner selection, marital adjustments, and family living. Sociological, spiritual and practical perspectives are all addressed.

SS-SO 458 Sociological Theory (3)

A review and analysis of historical sociological theory including the masters of sociology: Durkheim, Weber, Marx, Pareto, Veblen, and others. Prerequisite: SS-SO 202. (Offered on demand)

STAFF DIRECTORY

Operational Staff

Anderson, Charlotte – Compliance and Conduct Officer, 2018

B.A. Karlstad University in Sweden, 1985.

August, Michele, Ed.D. – Associate Dean of Academics, 2013-2023, 2025

B.A., University of Illinois Chicago, Chicago, IL, 2000; M.A., Bowie State University, Bowie, MD, 2007; Ed.D., Missouri Baptist University, St. Louis, MO, 2024.

Balbin, Scott – CFO, 2021

B.S., Bowling Green University, Bowling Green, OH, 1998; M.B.A., Regis University, Denver, CO, 2003.

Barnard, Rachel – Resident Director, 2021

B.A., Life Pacific University, San Dimas, CA, 2013.

Terry, Brandon - Network and System Administrator, 2016

Brown, Cathy, Ed.D. –Vice President of Achievement & Transformation, 2017

B.S., Tarleton State University, Killeen, TX, 2000; M.E., University of Texas-Tyler, Tyler, TX, 2011; Ed.D., Missouri Baptist University, St. Louis, MO, 2024.

Byron, Valerie – Resident Director, 2021

B.S., Southwest Baptist University, Bolivar, MO, 2020.

Carr, Adrienne, B.S. – Alumni Relations, 2019

B.S., John Brown University, Siloam Springs, AK, 1973.

Favara, Dea – Donor Relations, First Lady, 1992-93, 2000-2010, 2011

A.A., Central Christian College of Kansas, McPherson, KS, 1988; Bachelor of Holistic Nutrition Studies, Clayton College of Natural Health, 2006; Doctor of Naturopathy, Clayton College of Natural Health, 2011.

Favara, Leonard F., Ph.D. (Rev.) – President, 1992-93, 2000

A.A., Central College, McPherson, Kansas, 1989; B.S.M., Central College, McPherson, KS, 1991; M.S., Kansas State University, Manhattan, KS, 2003; Ph.D., Northcentral University, Prescott, AZ, 2009.

Gardner, Guy – Financial Aid Counselor & Men’s Assistant Basketball Coach, 2015

B.S., Central Christian College of Kansas, McPherson, KS, 2006.

Grant Jr, Terrence – Resident Director, 2024

B.S., McPherson College, 2016.

Hernandez, Luz – Student Success Specialist – SPE, 2023

A.A., Lake Sumter Community College, Leesburg, FL, 2010; B.A., Lake Sumter Bible College, Leesburg, FL, 2016; B.M./M.M, West Coast Bible College and Seminary, Waco, TX, Forthcoming.

Holloway, Julie – Office Manager, 2023

B.S., Kansas State University, Manhattan, KS, 1986.

Johnson, Nick – Resident Director, 2023

B.S., Kansas State University, Manhattan, KS, 2015.

Marshall, Cheyenne – Business Office, 2022

B.S., Central Christian College of Kansas, McPherson, KS, 2021; M.S., Central Christian College of Kansas, McPherson, KS, 2023.

Mayes, Missy - Office Manager, 1997

A.A., Central Christian College of Kansas, McPherson, KS, 1995; B.S., Central Christian College of Kansas, McPherson, KS, 1997.

Mendez, Emily - Administrative Assistant Facilities, 2011

McHugh, Kerry – Executive Assistant to the President, 2023

B.S., Emmaus Bible College, Dubuque, IA, 2009.

Olsen, Susan – Accountant, 2023

A.A., Central Christian College of Kansas, McPherson, KS, 1997; B.S.B., Central Christian College of Kansas, McPherson, KS, 2003.

Pauls, Kelley – Director of Maintenance, 2013

Romero, Lyndsi –Director of Financial Aid, 2004

B.S., Central Christian College of Kansas, McPherson, KS, 2004.

Roots, Tricia – International Coordinator, 2019

B.S., Manhattan Christian College, Manhattan, KS, 2002; B.S., Kansas State University, Manhattan, KS 2002; M.S., Kansas State University, Manhattan, KS, 2004.

Smalley, Carla, Ed. S – Director of Student Success, 2024

B.S. Friends University, Wichita KS, 1993; M. Ed., Wichita State University, Wichita, KS, 1997; Ed. S; Wichita State University, Wichita, KS, 1998

Smith, Breanna – Admissions & Financial Aid Counselor, 2023

A.A, Healthcare Administration, University of Phoenix, Phoenix, AZ, 2014.

Vanderhoof, Doug, M.S.S. – Chief Operations Officer, 2006

B.S.B.A., Roberts Wesleyan College, Rochester, NY, 1986; M.S.I.T., Rochester Institute of Technology, Rochester, NY, 2004. M.S.S, Army War College, Carlisle, PA, 2019.

Wuest, Alex – Vice President of Engagement & Growth, 2022

B.A., Tabor College, Hillsboro, KS, 2012; M.A., McPherson College, McPherson, KS, 2016.

Athletic Staff

Balbin, Scott – Head Softball Coach, 2021

B.S., Bowling Green University, Bowling Green, OH, 1998; M.B.A., Regis University, Denver, CO, 2003.

Bartlow, Cody – Director of Soccer Operations, 2024

B.S., Dallas Baptist University, Dallas, TX, 2011; M.Ed., Dallas Baptist University, Dallas, TX, 2013; M.A., Dallas Baptist University, Dallas, TX, 2014; Graduate Certificate, Dallas Baptist University, Dallas, TX, 2015.

Clevenger, Chad – Head Cross Country Coach, 2024

B.S., Grand Valley State University, Allendale, MI, 2001; M.S., Concordia University – Ann Arbor, Ann Arbor, MI, 2008.

Dalton, Joshua – Athletic Trainer, 2023

B.S., Central Christian College of Kansas, McPherson, KS 2018; M.S. Shenandoah University, Winchester, VA, 2023.

Hatfield, Phillip – Director of Wrestling, 2021

A.S. & A.A., Hutchinson Community College, Hutchinson, KS, 2016; B.S., Fort Hays University, Hays, KS, 2017.

Hughes, Rick - Head Volleyball Coach, 2021

B.S., South Dakota State University, Brookings, SD, 2001; M.S., Midwestern State University, Wichita Falls, TX, 2003.

Moody, Kyle – Athletic Director, Head Men’s and Women’s Golf

Coach, 2012

A.S., Vernon Regional Junior College, Vernon, TX, 2002; B.S., University of Science and Arts of Oklahoma, Chickasha, OK, 2004; M.S., Texas Tech University, Lubbock, TX, 2006.

Pavlovich, Joseph – Head Baseball Coach, 2024

B.S., East Central University, Ada, OK, 2013, M.E., Iowa State, Ames, IA, 2015.

Romero, Tony - Head Men’s Basketball Coach, 2004

B.S.B., Central Christian College of Kansas, McPherson, KS, 2004.

Willems, Brad - Head Women’s Basketball Coach, 2023

Faculty (SAS)

Alexander, Candi, Ed.D. –

Education, 2004-2017, 2024

B.A., Greenville University, Greenville, IL 1995; M.A., Wichita State University, Wichita, KS 2004; Ed.D., National University, San Diego, CA 2016.

Barrows, Kevin, Ed.D. – Tecaheer Education, 2023

B.A., William Jewell College, Independence, MO, 1989; M.S., North Carolina A&T State University, Greensboro, NC, 1996; Ed.D., Liberty University, Lynchburg, VA, 2015

Craig, Michael A., M.S. – Natural Sciences (Chair), 1991

B.S., Greenville College, Greenville, IL, 1983; M.S., Emporia State University, Emporia, KS, 1996; Ph.D., Kansas State University, Manhattan, KS, ABD.

Cromwell, Mindi, Ph.D. – Ministry, 2020

B.A., Greenville College, Greenville, IL, 1997; Ph.D., Saint Louis University, St. Louis, MO, 2005.

Gates, Christopher A., M.A. – Communicative Arts, 2007

B.S., Central Christian College, McPherson, KS, 2005; M.A., Kansas State University, Manhattan, KS, 2007.

Hartzell, Nathan, M.A. – Business, 2023

B.S.M., Central Christian College, McPherson, KS, 2009; M.A., Gonzaga University, Spokane, WA, 2020.

Hinman, Phillip, History, Humanities, 2014-2017, 2025

B.S., Central Christian College of Kansas, McPherson KS (2012); B.A., Sterling College, Sterling, KS (2017); M.A., Bethel Seminary, St. Paul, MN (2025).

Hoskisson, Jeff, M.S. – Exercise Science, 2023

B.S., Eastern Oregon University, LaGrande, OR, 1984; M.S., University of Central Missouri, Warrensburg, MO, 1996.

Kent, Melissa, M.B.A., - Business, 2023

B.S. Central Christian College of Kansas, McPherson, KS, 2016; M.B.A., Friends University, Wichita, KS, 2018; D.B.A., Newman University, Wichita, KS, 2025.

Mackey, Ryan D. (Rt. Rev.), M.M. – Music, 2006

A.A., Central Christian College, McPherson, KS, 1999; B.A., McPherson College, McPherson, KS, 2001, 2004; M.A., Friends University, Wichita, KS, 2009; M.M., Wichita State University, Wichita, KS, 2015.

Pimentel, Tricia, M.S. – Exercise Science (Director), 2019.

B.A., Wichita State University, Wichita, KS, 2011; M.S., Pittsburg State University, Pittsburg, KS, 2015.

Staley, Steffon, M.S. – Psychology, 2023

A.S., Neosho County Community College, Chanute, KS, 2002; B.S., M.S. Avila University, Kansas City, MO 2015; B.A., Manhattan Christian College, Manhattan, KS, 2005; M.A., Moody Bible Institute, Chicago, IL, 2007; M.S., Avila University, Kansas City, MO, 2015.

Stoss, Lisa M.E.– Teacher Education, 2025

B.A., Wichita State University; M.E., Wichita, KS (1995), Wichita State University, Wichita, KS (2001).

Adjuncts

Corby, Eric, M.A. – Music, 2014

B.A., Marymount College, Salina, KS, 1989; M.A., Fort Hays State University, Hays, KS, 1996.

Favara, Dea - Nutrition, 1992-93, 2000-2010, 2011

A.A., Central Christian College of Kansas, 1988; Bachelor of Holistic Nutrition Studies, Clayton College of Natural Health, 2006; Doctor of Naturopathy, Clayton College of Natural Health, 2011.

Fleming, Zach, M.A. – Youth Ministry, 2009

B.S., Central Christian College, McPherson, KS, 2005; M.A., Huntington University, Huntington, IN, 2013.

Janssen, Brett, Ph.D. – Music & Traditional Music Director (Chair), 2010

A.A., Central Christian College, McPherson, KS, 2001; B.M., Wichita State University, Wichita, KS, 2004; M.A., University of Central Missouri, Warrensburg, MO, 2011; Ph.D. Kansas State University, Manhattan, KS, 2017.

Kennedy, Jean, B.M. – Music, 2019

B.M., Idaho State University, Pocatello, ID, 2004.

King, Steven, M.S. – Natural Science, 2022

M.S., Bowling Green State University, Bowling Green, OH, 2009.

Neufeld, Janet, Ed.D. – English, Education, 2021

B.A., Bethel College, North Newton, KS, 1980; M.Ed., Wichita State University, Wichita, KS, 1999; Ed.S., Pittsburg State University, Pittsburg, KS, 2006; Ed.D., Kansas State University, Manhattan, KS, 2016.

Shaw, Timothy, D.V.M. – Chemistry, 2020

A.A., Associate of Arts, Central Christian College of Kansas, McPherson, KS, 1974; B.S., Azusa Pacific University, Azusa, CA, 1977; D.V.M., Kansas State University, Manhattan, KS, 1984.

Titah, James, Ph.D.– Chemistry, 2021

B.S., University of Beau, Beau, Cameroon, 2006; M.S., University of Beau, Beau, Cameroon, 2006; Ph.D., University of New Brunswick, Fredericton, New Brunswick, Canada, 2013.

Emeriti

Alexander, Marie, B.S. – Registrar

Central Christian College, 1989-2011

Allen, Ronald F., Ph.D. — Education
Central Christian College, 2004-2018

Anderson, Larry D. (Rev), D. Th. – Ministry and Theology,
Central Christian College 1996-2024

Crown, Mary E., B.A. – Registrar
[Deceased]
Central Christian College, 1946-1952, 1965-1989

Ferrell, David Ed.D. – Executive Director CCC Foundation, Business (Chair)
Central Christian College, 1982-2025

Fithian, Jerome K., M.S. — Business (Chair), Accounting, Information Processing [Deceased]
Central Christian College, 1976-88, 1991-2012

Hadduck, Carol Ruth, A.B. – Humanities Instructor (Music)
[Deceased]
Central Christian College, 1976-1992

Hill, Rick, M.B.A. – Business (Chair),
Economics, Management

Faculty (SPE)

Barreiro, Enrique, PhD. – Business
B.S., Old Dominion University, Norfolk, Virginia, 2010; M.B.A., American Intercontinental University, Hoffman Estates, Illinois, 2012.; PhD. Trident University, Cypress, California, 2020
Central Christian College, 2012

Brown, Jack, Ph.D. – Criminal Justice
B.S., University of Southern Mississippi, Hattiesburg, Mississippi, 1995; M.S., University of Southern Mississippi, Hattiesburg, Mississippi, 1996; Ph.D., University of Southern Mississippi, Hattiesburg, Mississippi, 2002.
Central Christian College, 2013

Burns, Pamela, M.Div – Ministry
B.A., Florida Southern College, Lakeland, FL, 1999; M.Div, Asbury Theological Seminary, Wilmore, KY, 2004

[Deceased]
Central Christian College, 2000-2010

Ivers, Betty L., M.S. – Biological Sciences (Deceased)
Central Christian College, 1955-1990

Ivers, Keith P., M.S. – Sport & Health Sciences; Athletic Director
[Deceased]
Central Christian College, 1955-1990

Johnson, Bruce C., D. Min. – Philosophy & Religion Department Chair
Central Christian College, 1978-1997

Kaufmann, Charles (Rev), DCS - Social Science
Central Christian College, 2001-2025

Kelly, Bev, M.L.S. – Briner Center Director, Central Christian College,
1996-2023

Mason, Donald L., Ed.D. – President
Central Christian College, 1990-1996

Day, Jody, M.F.T.– Psychology
B.S., Hope International University, Fullerton, CA, 2006; M.F.T., Hope International University, Fullerton, CA, 2009.
Central Christian College, 2016

Deal, Jeff, M.A. — Criminal Justice
A.A., Hutchinson Community College, Hutchinson, Kansas, 2003; B.S., Kansas State University, Manhattan, Kansas, 1991; M.P.A., University of South Dakota, Vermillion, South Dakota, 1993.
Central Christian College, 2011

Duke, Rebecca, M.A. – English
B.A., Bob Jones University, 2012; M.A., Bob Jones University, 2014.
Central Christian College, 2015

Erickson, Rollis, Ph.D. – Business and Bible
B.A, Warner University, Lake Wales, FL, 1996; M.A., Reformed

McHenry, Merrill G., Ph.D.
Multidisciplinary Studies
Central Christian College, 1993-2005

Milam, Marlys J., M.S. — English
[Deceased]
Central Christian College, 1998-2011

Nippert, Pat, M.S. — Education
Central Christian College, 2008-2012

Short, H. Harold, M.S.T. – Chemistry; Industrial Arts
Wessington Springs College & Academy (2 yrs.)
Central Christian College, 1978-2001

Wolcott, Robert, D. Th. – Philosophy & Religion Department Chair; Missions
Central Christian College, 1991-2010

Wolcott, Sylvia H., M.M. – Music Department Chair & Instructor; Spanish
Central Christian College, 1991-2010

Theological Seminary, Atlanta, GA, 1998; Ph.D., Regent University, Virginia Beach, FL, 2005.
Central Christian College, 2015

Favara, Deanna, D.N. – Basic Nutrition
A.A., Central Christian College of Kansas, McPherson, KS, 1988; Bachelor of Holistic Nutrition Studies, Clayton College of Natural Health, Birmingham, AL, 2006; Doctor of Naturopathy, Clayton College of Natural Health, Birmingham, AL, 2011.
Central Christian College, 2017

Favara, Leonard F., Ph.D. (Rev.) — Psychology & Management, 1992-93, 2000
A.A., Central College, McPherson, KS, 1989; B.S.M., Central College, McPherson, KS, 1991; M.S., Kansas State University, Manhattan, KS,

2003; Ph.D., Northcentral University, Prescott, AZ, 2009.

Goforth, Amy, M.A. – Art

B.A., Pensacola Christian College, Pensacola, FL, 2008; M.A., Pensacola Christian College, Pensacola, FL, 2010.

Central Christian College, 2017

Greco, Tom, M.A. – Criminal Justice

B.S. United States Military Academy, West Point, New York, 1972, M.A. Central Michigan University, Mt. Pleasant, Michigan, 1983.

Central Christian College, 2013

Hamilton, Kristien, M.A.Ed. - Math

B.S.B., University of Phoenix, Phoenix, Arizona, 2004; M.A.Ed., University of Phoenix, Phoenix, Arizona, 2011; Grad. Cert., Indiana Wesleyan University, Marion, Indiana, 2019.

Hart, Frank, Ed.D. – Business

B.S., University of Phoenix, Phoenix, Arizona, 2003; M.A., Northcentral University, San Diego, California, 2007; Ed.D., St. Thomas University, Miami Gardens, Florida, 2018.

Central Christian College, 2020

Hoodman, Kyle, M.Ed. —Ministry and Theology

A.A., Orange Coast College, Costa Mesa, California, 2002; B.A. California State University, Long Beach, California, 2004; M.Ed., Biola University, La Mirada, California, 2010.

Central Christian College, 2011

Janssen, Brett, Ph.D. – Music

A.A., Central Christian College, McPherson, Kansas, 2001; B.M., Wichita State University, Wichita, Kansas, 2004; M.A., University of Central Missouri, Warrensburg, Missouri, 2011; Ph.D. Kansas State University, Manhattan, Kansas, 2017.

Central Christian College, 2010

Kaufman, Jacob, D.W.S. —Ministry and Theology

A.A., Central Christian College, McPherson, Kansas, 2001; B.S., Central Christian College,

McPherson, Kansas, 2004; M.A.C.T., Bethel Seminary, St. Paul, Minnesota; DWS, Robert Webber Institute of Worship Studies, Orange Park, Florida, 2014.

Central Christian College, 2005

Kent, Melissa, M.B.A., - Business, 2023

B.S. Central Christian College of Kansas, McPherson, KS, 2016; M.B.A., Friends University, Wichita, KS, 2018; D.B.A., Newman University, Wichita, KS, 2025.

Kroeker, Cheyenne, M.F.T. -- Psychology

A.A., Orange Coast College, Costa Mesa, California, 1996; B.A., Biola University, La Mirada, California, 1999; M.F.T., Hope International University, Fullerton, California, 2009.

Central Christian College, 2011

Kroeker, Dean, Ed.D. – Business

B.S., Biola University, La Mirada, California, 1993; M.A., National University, La Jolla, California, 1998; Ed. D., Pepperdine University, Malibu, California, 2004.

Central Christian College, 2007

Leatherman, Jodi, M.B.A. – Business

A.A, Highland Community College, Highland, Kansas, 1999; B.A., Baker University, Baldwin, Kansas, 2001; M.B.A., Northwest Missouri State University, Maryville, Missouri, 2005.

Central Christian College, 2011

Mackey, Ryan D. (Rt. Rev.), M.M. — Music/Ministry

A.A., Central Christian College, McPherson, Kansas, 1999; B.A., McPherson College, McPherson, Kansas, 2001, 2004; M.A., Friends University, Wichita, Kansas, 2009; M.M., Wichita State University, Wichita, Kansas, 2015.

Central Christian College, 2006

Meyer, Suzanne, M.Ed.- Math

B.S., Blue Mountain College, Blue Mountain, MS, 2003; M.Ed., University of Mississippi, University, MS, 2009.

Central Christian College, 2018

Nicholas, Nina, Ph.D. – Psychology

M.S., Amridge University, Montgomery, AL, 1999; Ph.D., Capella University, Minneapolis, MN, 2005.

Central Christian College, 2016

Nicholas, William, Ph.D. – Psychology

B.S., Palm Beach Atlantic University, West Palm Beach, FL, 1997; M.S., Palm Beach Atlantic University, West Palm Beach, FL, 1998, Ph.D., Capella University, Minneapolis, MN, 2005.

Central Christian College, 2015

Parisi, Georjinnie, M.B.A. – Business

M.B.A., National University, San Diego, California, 1985; B.A., University of South Florida, Tampa, Florida, 1981.

Central Christian College, 2013

Rardon, Janell, M.A. — Psychology

B.A., James Madison University, Harrisonburg, Virginia, 1981; M.A., Liberty University, Lynchburg, Virginia, 2012.

Central Christian College, 2011

Ratzlaff, Aleen, Ph.D. - Mass Communication

B.A. Social Work, Tabor College, Hillsboro, KS, 1974; M.A. Communication, Wichita State University, Wichita, KS, 1994; Ph.D. Mass Communication, University of Florida, Gainesville, FL, 2001.

Central Christian College, 2025

Schroeder, Doug, M.P.S – Criminal Justice

B.S.C.J., Central Christian College, 2013; M.P.S., Fort Hays University, Hays, KS, 2016.

Central Christian College, 2018

Starke, Samantha, Ph.D. – Healthcare Administration

B.S. Missouri State University, Maryville, Missouri, 2007; M.A. Webster University, Webster Groves, Missouri, 2009; Ph.D. A.T. Still University, Mesa, Arizona, 2013.

Central Christian College, 2015

Steel, Curt, M.P.S., - Criminal Justice

B.S.C.J., Central Christian College of Kansas, McPherson, Kansas, 2017;

M.P.S., Arizona State University,
Phoenix, Arizona, 2019.
Central Christian College, 2020

Vanderhoof, Lara, D.S.W. –
Psychology and Sociology, 2021
B.S.W., Roberts Wesleyan College,
Rochester, NY 1992; M.S.W.,
Roberts Wesleyan College,
Rochester, NY, 1997; D.S.W., Capella
University, Minneapolis, MN, 2015
Central Christian College, 2022

VanHuunik, Eddy, Ph.D. – **Biology**
Ph.D., University of Amsterdam,
Netherlands.
Central Christian College, 2018

Walker, John, Ed.D., - **Essentials for
College Success**
A.A., Hutchinson Community
College, Hutchinson, KS, 2010; B.S.,
Emmaus Bible College, Dubuque, IA,
2014; M.Ed., Regent University,
Virginia Beach, VA, 2016. Ed.D.,
Missouri Baptist University, St. Louis,
Missouri, 2021.
Central Christian College, 2019

Wallace, Sean, M.A. – **Criminal
Justice**
B.A., Wichita State University,
Wichita, Kansas, 1998; M.A.; Wichita
State University, Wichita, Kansas,
2002; Graduate of the FBI National
Academy, 2005; Graduate of the
Northwestern University Center for

Public Safety Senior Managers
Leadership Program.
Central Christian College, 2012

Warner, Nathan, M.S.L. – **Business**
B.S., Palm Beach Atlantic University,
West Palm Beach, Florida, 2008;
M.S.L., Palm Beach Atlantic
University, West Palm Beach,
Florida, 2015.
Central Christian College, 2015

Whiting, Beth, Ph.D. – **Psychology**
B.A., Seattle Pacific University,
Seattle, WA, 1993; M.A., Asbury
Theology Seminary, Wilmore, KY,
1997; Ph.D., Gonzaga University,
Spokane, WA, 2015.
Central Christian College, 2014

Faculty (SGS)

Barreiro, Enrique, Ph.D. – Strategic Leadership

B.S., Old Dominion University, Norfolk, Virginia, 2010; M.B.A., American Intercontinental University, Hoffman Estates, Illinois, 2012.; Ph.D. Trident University, Cypress, California, 2020
Central Christian College, 2012

Corwin, Rhonda, DBA – Leadership

B.A., MidAmerica Nazarene University, Olathe, Kansas, 1999; M.B.A., MidAmerica Nazarene University, Olathe, Kansas, 2002; D.B.A., Walden University, Minneapolis, Minnesota, 2015.
Central Christian College, 2021

Erickson, Rollis, Ph.D. – Business and Bible

B.A, Warner University, Lake Wales, FL, 1996; M.A., Reformed Theological Seminary, Atlanta, GA, 1998; Ph.D., Regent University, Virginia Beach, FL, 2005.
Central Christian College, 2015

Favara, Leonard F., Ph.D. (Rev.) — Psychology & Management, 1992-93, 2000

A.A., Central College, McPherson, Kansas, 1989; B.S.M., Central

College, McPherson, Kansas, 1991; M.S., Kansas State University, Manhattan, Kansas, 2003; Ph.D., Northcentral University, Prescott, Arizona, 2009.

Hart, Frank, Ed.D. – Business

B.S., University of Phoenix, Phoenix, Arizona, 2003; M.A., Northcentral University, San Diego, California, 2007; Ed.D., St. Thomas University, Miami Gardens, Florida, 2018.
Central Christian College, 2020

Kent, Melissa, M.B.A., - Business

B.S. Central Christian College of Kansas, McPherson, KS, 2016; M.B.A., Friends University, Wichita, KS, 2018; D.B.A., Newman University, Wichita, KS, 2025.
Central Christian College, 2023

Kroeker, Dean, Ed.D. – Business

B.S., Biola University, La Mirada, California, 1993; M.A., National University, La Jolla, California, 1998; Ed. D., Pepperdine University, Malibu, California, 2004.
Central Christian College, 2007

Shah, Rob, Ph.D. – Business

B.S. Accountancy, Arizona State University, Tempe, AZ, 1992; M.B.A.,

Devry University Online, Arlington, VA, 2007; Ph.D., Northcentral University, San Diego, CA, 2018.
Central Christian College, 2022

Starke, Samantha, Ph.D. – Healthcare

B.S. Missouri State University, Maryville, Missouri, 2007; M.A. Webster University, Webster Groves, Missouri, 2009; Ph.D. A.T. Still University, Mesa, Arizona, 2013.
Central Christian College, 2015

Walker, John, Ed.D., - Leadership

A.A., Hutchinson Community College, Hutchinson, KS, 2010; B.S., Emmaus Bible College, Dubuque, IA, 2014; M.Ed., Regent University, Virginia Beach, VA, 2016; Ed.D., Missouri Baptist University, St. Louis, Missouri, 2021.
Central Christian College, 2019

Whiting, Beth, Ph.D. – Psychology

B.A., Seattle Pacific University, Seattle, WA, 1993; M.A., Asbury Theology Seminary, Wilmore, KY, 1997; Ph.D., Gonzaga University, Spokane, WA, 2015.
Central Christian College, 2014

Facilitators (Dual-Credit)

Armstrong, Linda, A.B.D. - Social Science

B.A. Standard University, Stanford, CA, 1986; M.A. Georgetown University, Washington D.C., 1988; A.B.D. Georgetown University, Washington D.C., 1992.

Beamer, Martin, M.Div. – Ministry

B.A., Midwestern Baptist College, Orion, Michigan, 2014; M.Div., Midwestern Baptist Theological Seminary, Kansas City, Missouri, 2017.

Egli, Rebecca – Humanities

B.A., University of Missouri – Kansas City, Kansas City, Missouri, 2008; M.A., King’s College London, London, England, 2011; Ph.D., University of California, Davis, Davis, California, 2016.

Eigsti, Chad, M.A. – Bible

A.S., Hutchinson Community College, Hutchinson, KS, 2002; B.A. Moody Bible Institute, Chicago, IL, 2005; M.A., Midwestern Baptist Theological Seminary, 2017.

Gibler, Jacob – Ministry and Theology

M.A., Midwestern Baptist

Theological Seminary, Kansas City, Missouri, 2009.

Houghton, Leah, M.S.W. – Mental Health

B.A., Truman State University, Kirksville, MO, 2001; MSW, University of Missouri, Kansas City, KS, 2003.

Huck, Angela, M.M.E. - Music

Appreciation B.M. Washburn University, Topeka, KS, 1992; M.A., Carson-Newman College, Jefferson City, TN, 2010, M.M.E., Wichita State University, Wichita, KS, 2012.

Kidd, Tammy, M.A. – Math

B.A., Western Governors University, Salt Lake City, UT, 2007; M.A., Western Governors University, Salt Lake City, UT, 2012.

Marshall, Holly, M.A. - Math

B.S., Bob Jones University, Greenville, SC, 1992; M.A., The University of Alabama at Birmingham, 1996.

Meyer, Suzanne, M.Ed.- Math

B.S., Blue Mountain College, Blue Mountain, MS, 2003; M.Ed., University of Mississippi, University, MS, 2009.

Mosher, Eric – Ministry and Theology

B.S., Liberty University, Lynchburg, VA, 2009; M.A., Boston Baptist College, Boston, Massachusetts, 2008; M.Div., Liberty University, Lynchburg, VA, 2019, Ph.D., Liberty University, Lynchburg, VA, 2022.

Pederson, Greg, M.S. – Math

B.S., University of Sioux Falls, Sioux Falls, SD, 1983; M.S., South Dakota State University, Brookings, SD, 2006.

Price, Tracy, M.Ed. – Educational Psychology

B.G.S., Wichita State University, Wichita, KS, 1996; M.Ed., Wichita State University, 2006.

Redfern, Kathryn, M.A. – Math

B.A., California State University, Fullerton, California, 1976; M.A., Antioch University, Yellow Springs, Ohio, 2003.

Watson, Jason, M.A. – History

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