

# Central Christian College of Kansas

## 2011 – 2012 CATALOG

### SCHOOL OF PROFESSIONAL EDUCATION



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# Central Christian College of Kansas

## 2011-2012 Catalog



The material in this publication does not constitute a legal contract between the student and the Institution. It is a series of guidelines that are as recent and accurate as possible at the time of publishing. Central Christian College reserves the right to make adjustments at any time without previous notice.

Last updated January 2012.

## MESSAGE FROM THE PRESIDENT

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Welcome to Central Christian College. We are excited about the opportunity to partner with you in your educational endeavors. It is our belief that as we work together God will prepare you for your unique contribution to his ongoing plan.

Since 1884, Central Christian College has provided students with an outstanding educational experience. As a faculty and staff, we are committed to providing you with an education that will prepare you to impact this world. We believe that the Christ-centered experience you gain at Central Christian will shape your character, allowing you to live to the fullness of His desire.

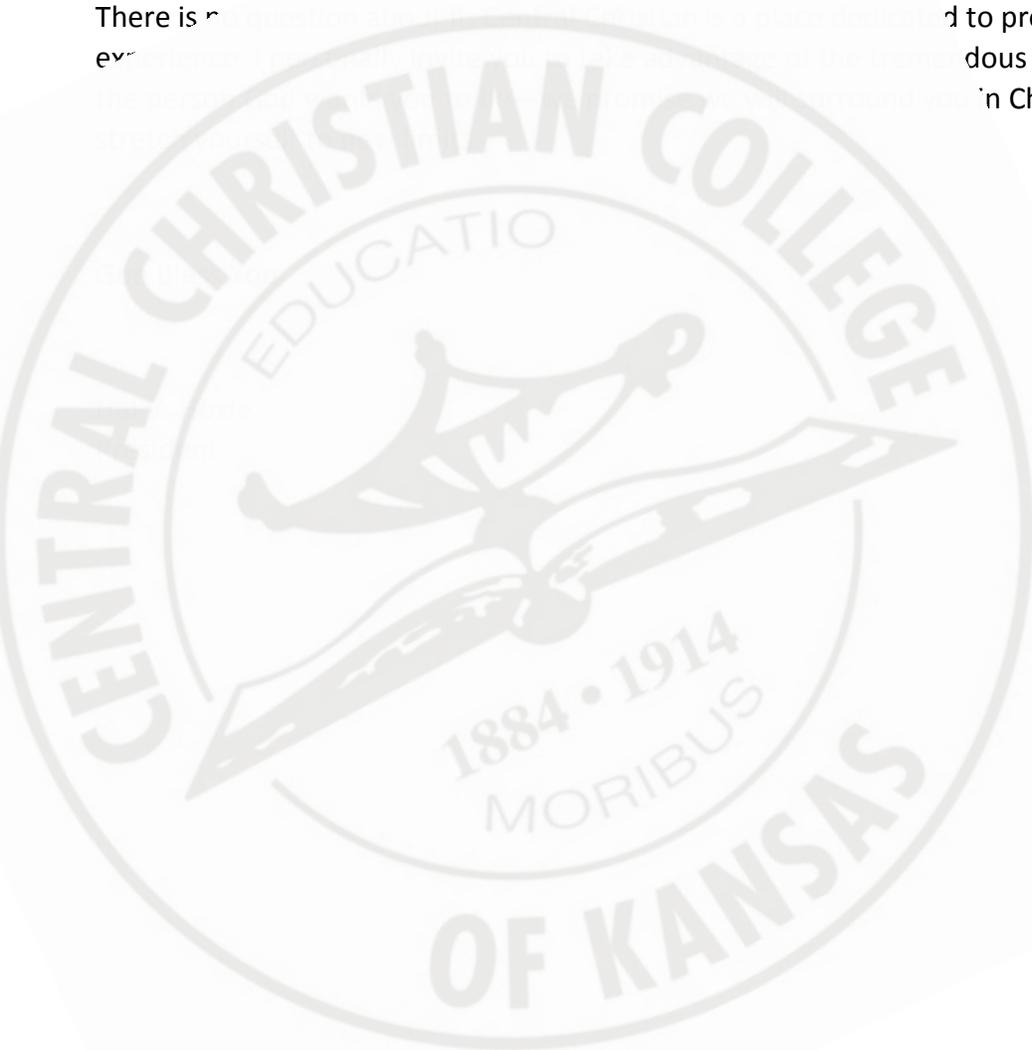
The bedrock of our education is this: Jesus is spoken here. In addition to developing the skills required to achieve in this world, we take the time to explore what it means to engage our culture from God's perspective—a Christian world view. Here at Central Christian College, we focus on the student as a whole person. We create opportunities for you to develop not only academically, but also spiritually, socially, emotionally, and physically.

Our faculty are gifted and inspired to challenge you with the highest credentials and years of experience. We provide other great learning opportunities and a complete education.

We want to challenge you! You will discover professionals with the highest credentials, posts, research, debates, discussions, and many other opportunities and beyond your expectations to provide a truly

There is no

and to providing you with an incredible college education. This is a tremendous opportunity to grow and develop into a professional in Christian love and challenge you to



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# INTRODUCTION TO CENTRAL CHRISTIAN COLLEGE OF KANSAS

## THE MISSION

Central Christian College of Kansas, an evangelical Christian College embracing the Wesleyan 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 this institution since its inception. Our mission drives us forward to higher levels of excellence and distinction as we seek to glorify God in our programs. Through our residential program centrally located in McPherson, Kansas, and through our global online learning environment, Central Christian College is dedicated to providing a Christ-centered education for character.

## CORE PURPOSE

To honor and obey God through Jesus Christ, as empowered by the Holy Spirit, by presenting the Gospel to every student and developing Christian students to be servant-leaders to the world now and for all of human history.

## FIT-FOUR MODEL

The Fit-Four Model represents the outcomes Central Christian College uses as a gauge relative to the fulfillment of its mission. Each outcome signifies a distinct quality that can be used to quantify institutional progress and are useful in the evaluative process. Subordinate measures can be used as performance Indicators<sup>1</sup>.

Character can be described as the summative qualities that define an individual. The etymology of the word demonstrates that it signified the manner of life and encompassed the internal disposition and nature of the individual, as approved by external actions and behaviors<sup>2</sup>. The distinct merits and virtues are not necessarily identified, since character itself was defined through the observation of the individual, not necessarily by a comparison to an outside standard.

In Luke 2:52 we find a description of the development outcomes associated with Jesus. The gospel writer asserts Jesus “grew in wisdom and stature and in favour with God and man.” This description captures the holistic reality of humanity, recognizing both our horizontal relationship within creation and our vertical relationship with the Creator. Jesus further provides a glimpse of developmental outcomes when

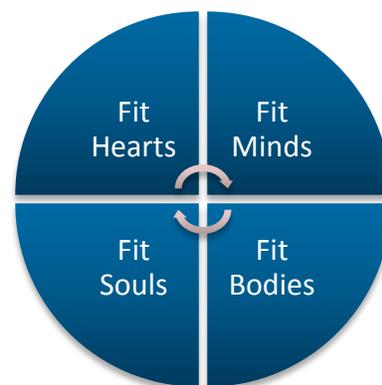
<sup>1</sup> Possible measures include entry/exit exams, capstone projects, comprehensive residential responses (personal growth reflection), as well as other tools.

<sup>2</sup> Liddell, H. G. & Scott, R. (1867). *Greek-English Lexicon based on the German work of Francis Passow*. New York, NY: Harper & Brothers

questioned about the greatest commandment. He responded, “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength” (Mark 12:28-30).

In essence, these four criteria present terminal values representing the highest ideals of human functioning. Each criterion represents an essential element of character, which allows the individual to grow in wisdom, stature and favour. 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 relation to one another.

These four character outcomes serve as the virtues toward which the college presumes every student should demonstrate progress during his or her residency and beyond. Each performance outcome has three distinct criteria that can be used to ascertain mission effectiveness.



### Fit Hearts (Social Responsibility: cultural & relational)

We believe students graduating from Central Christian College should demonstrate an ability to engage and connect with others as demonstrated by:

- ...an appreciation for individuals from diverse cultures, backgrounds and worldviews.
- ...participation in hospitality, social justice and community service.
- ...the practice of civil discourse and empathetic communication.

### Fit Souls (Spiritually Responsive: spiritual & environmental)

We believe students graduating from Central Christian College should demonstrate an appreciation for the Lordship of Jesus Christ as demonstrated by:

- ...involvement in a body of believers.
- ...conscious stewardship of resources (e.g. finances, assets, time, abilities, environment).
- ...the practice of spiritual disciplines and growing evidence of the Fruits of the Spirit.

### Fit Minds (Academically/Emotionally Competent: intellectual & psychological)

We believe students graduating from Central Christian College should demonstrate intellectual and psychological health as demonstrated by:

- ...the preparedness to pursue further education, service, or a vocation.
- ...a sense of sufficiency, esteem, and worth rooted in an understanding of our position in Christ.
- ...the ability to use discernment and critical thinking to reason unique and effective responses to situations and obstacles.

### Fit Bodies (Professionally Astute: physical & vocational)

We believe students graduating from Central Christian College should demonstrate a commitment to a responsible and healthy lifestyle as demonstrated by:

- ...the pursuit of a vocation that is meaningful and fulfilling.
- ...participation in activities leading to health and wellness (nutrition, fitness, hygiene).
- ...a deliberate lifestyle of service to God and humanity.

## **CORE VALUES**

The Core Values articulate the ideals that guide the operations of Central Christian College of Kansas in pursuit of providing a Christ-centered education for character. They provide a conceptual framework by which the institution holds itself accountable. We strive to be a place of:

Truth	Acknowledging that God is the source of All Truth, we emphasize a balanced application of Scripture, reason, tradition and experience as the measure through which to test and approve truth as we explore, study, and appreciate His creation.
Spiritual Formation	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 God.
Comprehensive Education	Realizing that character is a reflection of the whole individual (spiritual, emotional, intellectual, physical, social, environmental, and vocational), we are dedicated to providing a personalized and balanced liberal arts education.
Excellence	Appreciating 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	Understanding that God has uniquely created every individual, we seek to provide an environment where each person is treated with respect and dignity.
Integrity	Believing that our actions reflect on the character of Christ, we adhere to the highest moral and professional standards for all personal and corporate interactions.
Service	Knowing that God has challenged every individual to active service, we foster an environment where we can develop our expertise in order to effectively minister.
Leadership/ Followership	Trusting that effective leadership and followership is an outcome of humble service and spiritual gifting, we strategically sustain an environment where each person can excel in response to God's gifting and leading for their lives.

## STATEMENT OF FAITH

Central Christian College of Kansas is affiliated with the Free Methodist Church of North America. We believe...

- ...the only living and true God exists eternally in three persons: Father, Son, and Holy Spirit.
- in the deity and humanity of Jesus Christ, His virgin birth, His sinless life, His vicarious and atoning death on the cross, His bodily resurrection, His victorious ascension to the right hand of the Father, and His personal return in power and glory.
- ...the Bible is the inspired, infallible, and authoritative word of God revealing His will concerning all things necessary to salvation and Christian living.
- ...each person has sinned and is unable through personal effort to restore that broken relationship with God, and can only receive salvation and eternal life through Jesus Christ.
- ...a right relationship with God comes through the redemptive acts of God in Jesus Christ, so that when one turns to Christ by faith and accepts His grace, one receives the gift of a new life in Christ.
- ...in the present and continuing ministry of the Holy Spirit, who empowers Christians for lives of holiness and service.
- ...in the spiritual unity of believers in our Lord Jesus Christ and in the importance of Christian community for spiritual growth in Christ.
- ...it is important for all followers of Christ to share their faith with others, so they too may come to know Him: for when He returns, He will judge the living and the dead. Those who are saved will be welcomed to spend eternity with Him, and those who are lost will be eternally separated from Him.

## ACCREDITATION

Central Christian College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456; [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)).

Until its transition to a four-year institution, Central Christian was the oldest accredited junior college in Kansas, having been recognized and accredited by the State Department of Education in 1918. In 2000, Central Christian was recognized as a four-year, private, not-for-profit institution by the Carnegie foundation and expanded its accreditation with the North Central Association of the Higher Learning Commission. In 2009, Central Christian was recognized by the State Department of Education to begin offering Elementary

Education and Physical Education (K-12), and Secondary Education in History/Political Science. Later, the department also added Secondary Education in English to its offerings. Central Christian has been approved to offer education for those who qualify for educational benefits under the Veterans Administration Educational Program. The College has also been approved by the U.S. Office of Education for administering federal programs of student aid.

## AFFILIATIONS

- Association of Christian Schools International
- Association of Free Methodist Educational Institutions
- Center for Urban Studies
- Christian Council of Colleges and Universities (Affiliate)
- Focus on the Family Institute
- Free Methodist Church of North America
- Higher Learning Commission (North Central Association of Colleges and Schools)
- Jerusalem University
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Department of Education
- McPherson Airport
- McPherson Chamber of Commerce
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Christian College Athletic Association
- The Kansas Independent College Association
- The Kansas Independent College Fund
- United States Office of Education for Administering Federal Programs

## NOTICE OF NON-DISCRIMINATION

Notice of Nondiscrimination:

- It is the intent of the College, 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, in compliance with these acts, does not discriminate on the basis of race, color, national origin, sex, age or handicap 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, may be referred to the Dean of Student Development, 1200 S Main, and McPherson, Kansas

67460 (620-241-0723, ext 314). Inquiries related to Titles VI & VII of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act, may be referred to the Vice President of Academics, 1200 S Main, McPherson, Kansas 67460 (620-241-0723, ext. 320).

- Although certain facilities are not fully, physically accessible to handicapped persons, Central Christian College will take such means as are necessary to ensure that no qualified handicapped person is denied benefits, excluded from participation, or otherwise subject to discrimination because Central's facilities are physically inaccessible to or unusable by handicapped 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 handicapped persons. Central Christian College 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 is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

#### Nondiscrimination Policy in Employment:

- It is the College's policy to afford equal employment opportunity without regard to an individual's race, color, sex, national origin, handicap, 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 and retention, 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 2007 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 2007 Free Methodist Book of Discipline, visit [www.fmcna.org](http://www.fmcna.org))

## GOVERNANCE

Central Christian College is governed by a Board of Trustees of which at least 25% are required by Bylaws 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 the College who are willing to give of their talents and resources to support and advance Central Christian College. The Board elects its membership from the nominees submitted. Central Christian College has been sponsored by and affiliated with the Free Methodist Church since its founding.

# HISTORY

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## History of Central Christian College of Kansas

Throughout the 127-year history of Central, the driving force has been the same: Central 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 poured 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 man, 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

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 college 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. "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, the College started paying off its debt to the Stolls. 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 at age 37. During his time as president, he commuted to Lawrence by train to finish his medical degree.

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 Krober serving as the first coach. At that same time, Dr. John Green, a former missionary to China, started the College'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 interim 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 on the faculties 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 the 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 the 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. 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 Vice President of Academics, 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.

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: Parson's 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 the 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. During his presidency, the first bachelor degree program, under the direction of then Ministry Department Chairman Bruce Johnson and with the support of long-time Vice President of Academics Jerry Alexander, the Bachelor of Science in Ministry was approved by the North Central Association.

From 1990-1996, John A. Martin took the helm of the College and the momentum continued to expand Central's four-year curriculum. A second bachelor 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 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 College archivist.

### **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 of the College 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 institution. 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 after President and Mrs. Bruce Kline. The Hall was remodeled in 2002. The College began its affiliation with the Midlands Collegiate Athletic Conference (MCAC) in 2002. 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.

### **Into the Future**

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 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 – serving for 35 years as the chief academic officer. He continued to serve as Provost and Vice President of Academics for two more years.

#### **Into the Future**

U.S. Air Force Retired Colonel Hal V. Hoxie assumed the presidency in January 2010. As Central Christian's fifteenth president, he immediately began to challenge the institution with his personal mission statement, "Go. Do. Serve." Under his leadership a new mission and strategic plan have been adopted and the College has begun to expand both traditional and online offerings.

In 2010, the education department added English to its secondary education program. 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 2013, Central Christian will complete a Self-

Study and Accreditation by the Higher Learning Commission. As the College looks into the future, it seeks to uphold the highest standards of excellence in all of its degree programs and activities.

#### **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 2010 mission statement echoes, Central has remained faithful to her original mission to offer "Christ-centered education for character." The nature of the institution is higher education, but what sets Central Christian College 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. May God continue to guide her, her students, faculty, staff, administration, Board of Trustees, and alumni as we faithfully follow His lead!



## BUILDINGS

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### **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), Parsons Hall (1965), Gillespie Hall (1980), Kline Hall (1992), and the Tri-Plex apartments (1968-69) are designed to house 335 students and include lounges, laundry areas, and resident directors' apartments. Central also has a number of units designed for married students.

### **Broadhurst Student Center, 1964**

The Broadhurst Student Center is a tri-level building including the Upper Dining Room, Alumni Dining Room, Tiger Den (game room), Mudhole (coffeehouse), mailboxes, and the nurse's office.

### **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 administrator Merle S. Olson and former faculty member Grace L. Rhodes are located in the lobby, along with flags that represent the nationalities of current and former Central students.

### **Lloyd S. Alleman Building, 1985**

This facility provides classroom and office space for the Professional Education program as well as the shop area for fleet and grounds management.

### **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 Historical Society) and Briner Library, which provides research access, online library catalog, multimedia technology services, and classrooms.

The second floor is the Reimer Business Center, which includes the main offices for the Education Department and Business Department. It also houses the Archer Learning Center, a computer lab, and classrooms.

### **Contemporary Christian Music Center (2003) and Warehouse (2007)**

This building houses the Contemporary Christian Music program. It includes the main office for the Fine Arts 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 the main offices for the Sport Science and Health Department, a 1,200-seat gymnasium (with two cross-court areas for volleyball and basketball practice), a fitness center/weight room and coaching offices. 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.

### **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. The College has an arrangement with the city to use their lighted diamonds for intercollegiate baseball competition and courts for tennis.

# ADMISSIONS

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## CCC'S UNIQUENESS OF ADULT EDUCATION

CCC Adult Education programs recognize and honor 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 module. 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.

There are several programs for the adult learner.

- **On Ground Adult Degree Completion**  
The on ground Adult Degree Completion Program is designed to serve adults age 25 and older who have already completed previous college units with a cumulative 2.0 GPA or better, and who now would like to complete their Bachelor's degrees in a classroom setting. Adult learners typically are employed full-time during the day; thus the programs are offered in evening sessions. One night per week over an eighteen-month period provides the adult learner with the opportunity to earn 48 semester hours of credit.
- **Online – Degree Completion**  
The online program is designed for adult learners 25 years and older who are looking for a flexible learning experience. Central Christian offers a number of degree completion programs. Adult learners, enrolled in one of these programs are typically students who have transferred credits from previous post-secondary educational institutions or have worked with our offices to receive credit through other approved methods. A cumulative 2.0 GPA or better is needed for entry.
- **Online – Full Degree**  
Students who do not have sufficient credits to enter a degree completion program and are interested in obtaining a Bachelor's Degree in Organization Leadership, can take advantage of Central Christian's Online Degree Program<sup>3</sup>. The online program is

designed for adult learners 25 years and older who are looking for a flexible learning environment.

## ADMISSION CRITERIA

### DEGREE COMPLETION/TRANSFER STUDENTS

A transfer is defined as a student that has attended a certified accredited college or University after the completion of the secondary education

Students seeking admission to a degree completion program or are considered transfer students, must meet the following criteria before full acceptance can be granted.

- 1) Completion of appointment with Program Representative to outline a tentative degree plan
- 2) Completion of application form and payment of \$20 non-refundable application fee (if applicable)
- 3) Proof of successful completion of college freshman standing (24 credits or more from a regionally accredited post-secondary college or university).
  - a) Receipt of an official, final college transcript from all prior colleges attended. A cumulative 2.0 GPA is required to be accepted. Students whose cumulative college GPA is below 2.0 will be evaluated by the Admissions Review Committee and may be accepted on conditional probationary standing and enrolled in prescribed college success courses.
  - b) The student should request a transcript from every college where one or more courses have been completed to be sent to Central Christian College Admissions Office.
  - c) A Statement of Standing will be sent to every college where the student has completed a minimum of one semester (12 hours) of course work.

### FULL-DEGREE/FIRST-TIME FRESHMAN

Students enrolling in a full degree program, with no previous college experience, are considered freshman. A freshman is defined as a student that is entering a college for the first time after completion of secondary education (high school). In order to gain acceptance into the program, the student will need to submit.

1. An official, final high school transcript with graduation date from any high school (public, private, or home) provided the student has a minimum C+ average (2.6 on a 4.0 scale). A GED certificate with scores averaging 52 or higher may be

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<sup>3</sup> Central Christian College is currently working with the Higher Learning Commission to gain full approval for full-degree programs online. Status

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updates may be requested through the Professional Education Office or by contacting the Higher Learning Commission.

substituted for a final high school transcript with graduation date.

2. An ACT composite score of 18 or higher or an SAT score of 860 or higher (math and critical reading sections combined) The student should make arrangements with his/her high school to take the ACT or SAT test and have the results sent to Central Christian College (ACT code 1394, SAT code 6088). The results of these tests are used for determining eligibility for scholarship, for counseling purposes, for admissions consideration, for athlete eligibility, and as part of our institutional research.

### **INTERNATIONAL STUDENTS: ADMISSIONS PROCEDURE & REQUIREMENTS**

- 1) Complete the International Student Application (Note: All of your admission documents must have your exact name as it is written on your passport and academic records).
  - a) You may submit the application the following ways:
    - i) Apply online and get your application fee waived
    - ii) Download the application
    - iii) Request an application be sent to you
- 2) Submit the \$20 Application fee (U.S. Dollars). When downloading the application or completing the paper application you may pay with:
  - a) a debit or credit card over the phone by calling 800.835-0078 x 337
  - b) A check or money order to our Admissions Office, 1200 S Main, P.O. Box 1403 McPherson, KS 67460
- 3) Submit a completed CCC Financial Guarantee Form to meet financial requirements to attend on a F-1 student visa including:
  - a) Signature of applicant with understanding of cost of education.
  - b) Signature of Affidavit and understanding of cost of education by the Guarantor.
  - c) Signature and Seal of the financial institution of the Guarantor.

International students transferring to Central from another educational institution (high school, college, university or intensive English institute) in the U.S. who plan to change schools must complete a SEVIS Transfer Request Form with their application for admission. This form will indicate your current visa status and SEVIS transfer date. This form must be received in addition to the Financial Guarantee Form prior to issuing a Form I-20 from Central Christian College. It is the student's responsibility to maintain his or her F-1 student status and to complete the instructions below.

1. Notify your current school of your intent to transfer.
2. Complete the top portion of the SEVIS Transfer Request Form prior to your acceptance to Central Christian College.

3. Have the Designated School Official (international student advisor), at your current institution complete the bottom portion of the form.
4. After you and your current school have determined the date to have your SEVIS record electronically released to CCC, promptly return this completed form.
5. After the release date, CCC will produce a Form I-20. A Form I-20 cannot be produced until after the release date submitted by your current school.

### **ADMISSIONS NOTIFICATION**

The Admissions Office will send to the student a letter of admittance or denial upon receipt of the Application for Admission & Scholarship, the application fee, transcripts (high school or college), and Statement of Standing from college(s) if applicable

*Conditional probationary acceptance* may be granted for those students who fall below the above listed standards by the Admissions Review Committee and may be required to enroll in college success courses as deemed necessary by the Office of Professional Education.

The Admissions Office or Office of Professional Education may forward various additional forms to be completed and returned to Central Christian College.

### **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 and the type of institution. Central Christian College maintains a Transfer-Credit Handbook, which can be accessed if further explanation is needed.

### **GENERAL GUIDELINES AND STIPULATIONS.**

- Students must provide documentation verifying 32 transfer credits, 24 of which must be from a regionally accredited institution or an institution that is recognized by the USDE and CHEA, in order to be considered for admission.
- Transfer students need to complete 32 of the last 64 hours (Baccalaureate) or 18 of the last 32 (Associates) through Central Christian College, regardless of major-related requirements
- Students transferring from two-year institutions may only transfer up to 64 credit hours from that institution
- Students may transfer up to 72 hours, 30 of which may be credits earned through Prior Learning portfolios

- Student copies or unofficial transcripts are not accepted
- Veterans must submit a transcript of Military Studies (Form DD295)
- Courses over 10 years old may not be accepted.
- Students who demonstrate a deficit in credits (less than 60 credit hours), will be required to sign a Transfer Credit Acknowledgment.

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:

1. If the student is transferring in with a completed Associate of Arts Degree, Associate of Science Degree or an Associates of General Studies degree, grades of D or D+ may transfer if the grade was awarded prior to the completion of the degree.
2. 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.
3. 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 a 1.7.

Grades and grade point averages do transfer with the traditional student, but do not for students enrolled in the Professional Education program.

#### **HOURLY CONVERSION**

Hours transferred from institutions using quarter hours will require that the Registrar calculate the number of credits to be transferred. If credit is awarded, the Registrar will multiply the semester hours by .66 (from the awarding school) to figure the number of hours accepted by Central Christian College. Hours can be rounded up or down, depending on the valuation provided by the Registrar.

#### **CREDIT EVALUATIONS AND ADJUSTMENTS**

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

## **TYPES OF TRANSFERABLE CREDIT**

### **CATEGORY ONE – REGIONALLY ACCREDITED TRANSCRIPTS**

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

- Middle States Association of College and Schools
- New England Association of Schools and Colleges
- North Central Association Commission of Colleges and Schools
- 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
- Grade of "C-" or better
- Grade must be an "A", "B", or "C". "Pass" or "Satisfactory" will transfer, but will not affect GPA.
- Professional Development (PD) and Continuing Education Units (CUE) are not eligible for transfer consideration
- 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
- Credits awarded through a standardized test format and recorded by a regionally accredited college, (e.g. CLEP) will be recognized
- Students with official transcripts of prior learning credit earned through another regionally accredited institution will be considered up to a maximum of 25 semester hours of credit

### **CATEGORY TWO – NON-REGIONALLY ACCREDITED TRANSCRIPTS**

Central Christian College will evaluate credits earned at schools recognized by both CHEA (Council on Higher Education Accreditation) and the USDE (United States Department of Education).

- Official transcripts (not copies) must be forwarded to the Registrar's office
- The school must have a federal Identification code (school code)
- The school must be recognized by CHEA and USDE
- Grade of "C-" or better

- Grade must be an “A”, “B”, or “C”. “Pass” or “Satisfactory” will transfer, but will not affect GPA.
- Professional Development (PD) and Continuing Education Units (CUE’S) are not eligible for transfer consideration
- 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
- 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 Two assessment.
- Credits awarded on the transcript for prior learning will not be recognized. Official documentation (portfolio) will need to be submitted in accordance with Category Five assessment.

### CATEGORY THREE – ARTICULATION AGREEMENTS

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

Current Articulation Agreements:

- Regionally Accredited Community Colleges/Block Transfer: Students graduating with an Associate of Arts or an Associate of General Studies will be considered as having completed all General Education requirements upon transfer to Central Christian College, with a maximum of 64 credit hours eligible for transfer. Students may still need to complete certain Christian Worldview requirements, which are not included in the General Education requirements, but are a part of the educational requirements mandated by the College. Any unfilled General Education credits will be waived, though students will be strongly encouraged to completed deficiencies. *Students graduating with an Associate of Science will receive transfer credit; though will still be required to complete deficient General Education requirements.* Associate of Science graduates will be assessed using Category One.
- Kansas Law Enforcement Training Center: Upon receipt of an official “transcript” from the KLET Center, Central Christian College will award 1 credit-hour (Technical/Professional Training Credit [TPT]) for every 40 hours spent in training related activities

(15 hours of class time, with 35 hours of homework, reading, writing, exercises, etc.). Transfer credits will not replace major specific requirements. Following the guidelines associated with assessment for prior learning credits, the learner will need to provide 1) Completion Certificate (with name); 2) Number of training (contact) hours represented; 3) Copy of curriculum objectives from the appropriate agency; 4) Completion scores/assessment scores where applicable. Upon receipt of the material, the Criminal Justice program director will assess the number of credits awarded. Assessment will be based on a review of the contact hours and completion of course objectives.<sup>4</sup>

- Air Force: Under special arrangement students graduating from the Community College of the Air Force (CCAF), with an Associate of Arts or and Associate of General Studies, will be accepted as having met the General Education requirements for, with a maximum of 64 credit hours eligible for transfer. Students may still need to complete certain Christian Worldview requirements, which are not included in the General Education requirements, but are a part of the educational requirements mandated by the College. *Students graduating from the Community College of the Air Force (CCAF) with a Professional Certification or Associate of Science will receive transfer credit; though will still be required to complete deficient General Education requirements.*

### CATEGORY FOUR – STANDARDIZED EXAMS

Credits earned through standardized exams may be included in the total number of accepted transfer credits. There is a \$25.00/credit hour fee on all credits assessed from a standardized exam.

The following stipulations must also be met:

- Credits must be equivalent to courses outlined in the catalog of record
- Standardized exam credits for English Composition are not eligible to replace English Composition II
- Original documentation must be on file at Central Christian College in order for transfer credits to be assessed, unless already recorded by a regionally accredited college

The following are accepted organizations for standardized examinations.

- **Advanced Placement (AP)**

<sup>4</sup> See Category Six: CPL credit for further information.

- Central Christian College awards college credits to high school students that participated in the Advanced Placement program (College Examination Board). A complete list of courses and the required scores needed for credit are outlined in the appendix. Students who receive the minimum score in the English Advanced Placement test will receive English Composition I credit, but the remainder of the credits will be elective credit and not count for English Composition II credit.

- **College Level Examination Program (CLEP)**

- Central Christian College recognizes prior learning credits obtained through CLEP. An equivalencies chart is located in the appendix and is used for the awarding of credits. CLEP test cannot be used to replace (repeat) a course already completed. Specific information concerning CLEP opportunities can be found at <http://www.collegeboard.com/student/testing/clep/about.html>.

- **DANTES Subject Standardized Tests (DSST)**

- Central Christian College recognizes credit earned through DANTES Subject Standardized Tests (DSST). The ACE (American Council on Education) recommended equivalencies are used when determining credit. More information concerning DANTES Subject Standardized Test can be found at [http://www.dantes.doded.mil/dantes\\_web/examinations/DSST.htm](http://www.dantes.doded.mil/dantes_web/examinations/DSST.htm).

- **International Baccalaureate (IB)**

- Central Christian College will award credits who participated in a high school International Baccalaureate Program. 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. International Baccalaureate transcripts should be sent directly to the Office of the Registrar.

Category Five transfer credits include all credits associated with a foreign transcript. In order for Central Christian College to accept credits awarded from a foreign institution of higher learning, the transcript must first be translated and evaluated. The following agencies are recognized by Central Christian College as valid foreign transcript reviewers:

- Center for Educational Documentation [www.cedevaluations.com]
- World Education Services [www.wes.org]

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

### **CATEGORY SIX - CREDITS FOR PRIOR LEARNING (CPL & TPT)**

Prior learning credits may be an appropriate avenue if the applicant can demonstrate attainment of course related learning outcomes through applied learning situations such as, work related competencies, licensure, certification, or on-the job training. Credits earned through Prior Learning Assessment may be held in escrow until the student has completed at least 25% of the program at Central Christian College. *Upper division courses are not eligible for Prior Learning Credits.*

Stipulations associated with Credits for Prior Learning:

- Credits for prior learning may not be applied towards grade forgiveness for a course previously completed. Students may not receive credit for prior learning for courses in areas where he or she has received college credit for equal courses or more advanced work.
- Credits for Prior Learning do not affect GPA since no grade is actually awarded. The transcript will simply designate the number of hours awarded.
- Credits awarded for Prior Learning cannot be applied to General Education requirements or to requirements associated with the major.
- Credits for Prior Learning must be documented before credits can be awarded.
- No more than 30 hours of credit can be earned through Credits for Prior Learning.
- There is a \$50.00 fee for each petitioned credit hour. The fee is to cover the evaluation of the credits not the number of credit hours awarded.
- Students can earn 1, 2 or 3 credits per portfolio submitted. Additional credits will require the submission of additional portfolios to graduate.
- Credit will only be awarded if approval is granted from a recognized faculty of Central Christian College or an approved Subject Matter

### **CATEGORY FIVE – FOREIGN TRANSCRIPTS**

Expert. When no qualified evaluator can be identified, no credits will be awarded.

- No more than three hours may be awarded for any one training experience.
- Students with official transcripts of prior learning credit earned through another regionally accredited institution will be considered up to a maximum of 45 semester hours of credit.

## **DISTANCE EDUCATION – STATE REQUIREMENTS**

In compliance with federal regulations, Central Christian College has intentionally sought out state agencies with the intent to clarify and address any state related regulations concerning the delivery of courses and the granting of degrees across state lines. Contact with states was initiated in the summer of 2011. Copies of these communications are on file at Central Christian College.

# FINANCIAL AID

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## APPLYING FOR FINANCIAL AID

Adult Learners wishing to apply for financial aid should complete the Free Application for Federal Student Aid (FAFSA). This application will calculate your "Expected Family Contribution" (EFC) as determined by the federally-approved Need Analysis System. The financial aid office will use the calculations, found on the Student Aid Report (SAR), to determine your "need." Need is the difference between the EFC and the cost of your education.

## AWARD AND DISBURSEMENT

### ELIGIBILITY

Enrollment status affects the awards a student is eligible to receive. Student's enrolled full-time (minimum of 12 credit hours per term) may be eligible to receive all federal aid. Students enrolled three-quarter time (9-11 credit hours per term), may be eligible for three-quarters of any Federal Pell Grant and full Federal Stafford Loans. Students enrolled in 8 or less credit hours are not eligible for federal financial aid.

### PROCEDURE

Students who are admitted to Central Christian College may receive a financial aid estimate prior to an anticipated start date. Once the Student Aid Report (SAR) is received and all additional financial aid documentation is provided, the Financial Aid Director will provide the student with an Official Financial Aid Award Notice. The student must accept the awards prior to their disbursement.

Students who have an Official Financial Aid Award Notice prior to the beginning of the term may receive any outside scholarships and allowance toward other pending awards on the first day of classes. Federal Pell Grants will be disbursed and applied to the student's account early in each term. Federal Stafford Loans and Federal Parent Loans to Undergraduate Students (PLUS) will be applied to the student's account within three days of disbursement.

If a student enrolls without financial aid being completed, the student will not receive any financial aid until all documentation is provided to the financial aid office. Within three weeks of receiving all the required documentation and if no further corrections are required on the SAR, the student should receive his or her financial aid awards as long as it is not past the dates of standard disbursements.

The Business Office will notify students by mail (or through the Campus Portal) when financial aid awards have been credited to their accounts via receipts or billing statements.

## GRANTS

### FEDERAL PELL GRANT

The Federal Pell program was authorized by the federal government in 1972. This 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 will complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Paper applications may be downloaded at [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) or may be available at the student's high school.
2. The U.S. Department of Education will provide Central with a payment schedule with which to calculate the student's award. In 2011-2012, Pell Grants ranged from \$555 to \$5,550.

## LOANS

### SUBSIDIZED FEDERAL STAFFORD LOAN

Under the Federal Stafford Loan Program, a student borrows from the Department of Education. Students may apply for a loan if they are enrolled or have been accepted for enrollment at least on a half-time basis in an eligible program. A need analysis is required before a student may be considered for this assistance.

The maximum amount that a student may borrow is \$3,500 for a freshman, \$4,500 for a sophomore, and \$5,500 for juniors and seniors. For 2011-2012 loans the interest rate is fixed at 3.4%. The federal government will pay the interest until the student graduates, leaves school or drops below half-time and his/her repayments on the loan begin. Repayment of these loans may be extended over a ten-year period. There will be a 1% origination fee charged by the Department of Education and a .5% rebate given back. The Financial Aid Office will help determine eligibility.

### UNSUBSIDIZED FEDERAL STAFFORD LOAN

For students who do not qualify for the Subsidized Federal Stafford Loan based on need, a new loan was established in 1992 called an Unsubsidized Federal Stafford Loan. A student can borrow the same amounts as the Subsidized Federal Stafford Loan. With the unsubsidized loan, the student does not get the same interest subsidies as the Subsidized Federal Stafford Loan program. The student is responsible for the interest. Repayment obligations are the same as the

Subsidized Federal Stafford Loan Program. Starting in fall 2008, students may borrow \$2,000 more than the maximum subsidized loan limits in the form of an unsubsidized Stafford Loan. Interest rate is fixed at 6.8%.

Independent or dependent students whose parents were denied the Federal Parent Loan to Undergraduate Students (PLUS) are eligible for additional amounts.

### FEDERAL PARENT LOAN

The Federal Parent Loan to Undergraduate Students (PLUS) is available to parents as a means of helping their children to attend college. Parents may borrow an amount equivalent to the cost of education less other financial aid received. Repayment begins 30-60 days after the second loan disbursement and may be paid back over ten years at a fixed interest rate at 7.9%.

### VETERANS

Students eligible for VA educational benefits should first contact their nearest Department of Veterans Affairs Office before contacting the Director of Financial Aid for the School of Professional Education.

### PROGRAM EXPENSES

Charges are subject to changes as directed by the Board of Trustees. Central Christian College reserves the right to make changes without prior notice.

- On ground degree completion charges are \$300 per credit hour and include tuition and books.
- Criminal Justice degree completion charges are \$325 per credit hour and include tuition, books, and iPad.
- The Organization Leadership Business full degree is \$425 per credit hour and includes tuition.
- The Healthcare degree completion programs are \$425 per credit hour and include tuition.

### OTHER FEES

Application Fee .....\$20  
Credit for Prior Learning Assessment Fee .....\$50/hour  
Directed Study Fee..... \$100/hour  
Graduation.....\$100  
Technology Fee (on ground remote students only)  
..... \$50/term  
All accounts are due the beginning of each term.

### SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL STUDENT AID

**Attempted hours-** Maximum time frame to complete an undergraduate degree cannot exceed 150% of the published program length. The minimum number of credit hours required to graduate from Central Christian College is 120 for all degree completion Bachelor of Science degrees.

Withdrawals, incompletes, failures, and course repetition are counted as hours attempted on Central Christian College transcripts and must be calculated in the number of credit hours acquired by a student. Therefore, students are eligible to receive Federal Title IV Aid up to 180 attempted credit hours.

Transfer students will be evaluated by adding their transfer credits to their attempted credits, allowing them to receive aid for the balance of the 180 credits (On ground, Criminal Justice, Business online) or 185 credits (Healthcare online).

**Pace (pass rate)** - Students must receive a passing grade in at least 67% of their overall credits in which they attempt on a cumulative basis, including transfer credits.

**GPA Progression-** Students must achieve a cumulative GPA of 2.0 by the middle of their academic program (60 hours attempted for on ground degree completion, Criminal Justice, and Business online, and 62 for Healthcare online).

### MONITORING SAP

The Office of Financial Aid will monitor SAP at the end of each term. Written notification will be sent to students placed on:

- Financial Aid Warning – Not meeting SAP
- Financial Aid Suspension – Not meeting SAP a second time
- Financial Aid Probation – Appeal Approved, can meet SAP at end of next term
- Academic Plan – Appeal Approved, student on plan
- Financial Aid Reinstatement – SAP requirements met

In cases where an appeal warrants an academic plan, the SAP Appeals Committee will monitor academic plans and provide a measurement for each student's pace and GPA progression based on the duration stated in each plan.

### ATTEMPTED CREDITS

Attempted credits include the following:

- Successfully completed (with passing grades)
- Non-passing grades (i.e., Incomplete)
- Repeated classes
- Dropped credits after the add/drop period
- Disenrollment from a semester on or after the first day of class that results in a W
- Accepted Transfer credits

### FINANCIAL AID WARNING

A student who has not completed 67% of his or her overall attempted credits at the end of a term or who has not reached the required GPA standards will be placed on Financial Aid Warning.

The Financial Aid 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 Financial Aid Warning without an appeal.

### **FINANCIAL AID SUSPENSION**

A student who does not meet SAP standards, who either fails to appeal his or her status or has appealed and been denied will be placed on Financial Aid Suspension. Under the following circumstances, students will be placed on Financial Aid Suspension status and will be ineligible to receive future financial aid.

- 1) Failure to reach the required 67% completion rate by the end of the Financial Aid Warning period.
- 2) Failure to reach the required GPA standards by the end of the Financial Aid Warning period.
- 3) Attempt of the maximum number of credits allowed for program which they are enrolled.

### **APPEALING SUSPENSION OF FINANCIAL AID ELIGIBILITY**

If special circumstances prevent a student from meeting the 67% completion rate, GPA requirements, and/or allowable credits, financial aid suspension may be appealed to the SAP Appeals Committee. An appeal reviewed by the Committee does not guarantee reinstatement of financial aid.

Appropriate circumstances include:

- Serious medical illness or injury to the student
- Death of an immediate family member
- Other special circumstances

Appeal forms are available from the Director of Financial Aid. Forms must be submitted with supporting documentation prior to or during the semester for which financial aid is needed.

### **FINANCIAL AID PROBATION**

A student not making SAP standards who has appealed and whose eligibility for aid has been reinstated will be placed on financial aid probation. Aid may be received for one payment period only. The student may be required to fulfill specific terms such as a reduced course load or enrollment in specific courses while on Financial Aid Probation. If the student cannot mathematically achieve SAP standards within one payment period, the student must pursue an academic plan.

### **ACADEMIC PLAN**

An academic plan is a stipulation placed on a student following an appeal designed to guide a student to achieve SAP standards within a prescribed amount of time to meet graduation requirements. The student will retain eligibility for aid as long as all conditions of the plan are met.

### **REINSTATING FINANCIAL AID ELIGIBILITY**

Students may regain eligibility by successfully achieving an overall completion rate of 67% and/or by meeting the GPA requirements.

Students appealing Financial Aid Probation may also be requested to submit an academic plan that outlines achievement of at least the required 67% completion rate, the minimum required GPA, and/or graduation by a specified time.

## **REFUND/WITHDRAWAL POLICY**

*Official Withdrawal* occurs when a written notification of intent to withdraw from the program is submitted to the Department of Professional Education. The last day attended (LDA) will be the last day of class participation in the course or the last day of the course if the student receives a letter grade. The Date of Determination for refund purposes will be the date of receipt of written notification from the student of intent to withdraw.

*Unofficial Withdrawal* occurs when a student ceases to attend classes without submitting written notification of intent to withdraw from the program or when the student otherwise indicates that they plan to withdraw and fails to follow through with the written notification. The LDA will be the last day of class participation in the course. 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 Office of Professional Education receives official withdrawal notification from the student or determines that the student has ceased attending all classes.
2. The Department of Professional Education notifies the Administrative Staff that the student has withdrawn.
3. The Return to Title IV and Institutional Refund Calculations are completed.
4. The Business Office makes any refunds due to the appropriate account, lender, agency, or to the student.
5. Financial Aid requests any post-withdrawal disbursement due to the student.
6. The Withdrawal Calculations and final bill are sent to the student.

### **LEAVE OF ABSENCE**

Students who need to sit out a mod (due to extenuating circumstances):

1. Student must have completed at least one course prior to beginning of course student needs to sit out.
2. Must be able to return within 45 calendar days.

### **INSTITUTIONAL REFUND POLICY**

In order to comply with Federal regulations, Central Christian College of Kansas maintains a fair and equitable refund policy.

1. If withdrawal occurs within the first 60% of the term or payment period, a pro rata adjustment will be

made to the student's account. Beginning with the last day attended, the number of days completed in the term are divided by the total number of days in the term (beginning with the first full day of classes and ending with the last day of final exams) to determine the percentage of the adjustment. Scheduled breaks of five class days or more are excluded.

2. If withdrawal occurs after the first 60% of the term or payment period, no adjustment or refund is due.
3. When a student withdraws from Central Christian College, all state awards, and awards from outside sources will be credited to the student's account using the same percentages calculated above. If an outside agency allows, a larger percentage or the entire award may be used by the student to pay adjusted charges.

### **RETURN OF TITLE IV FUNDS**

A withdrawing student who has received any Title IV Federal Student Aid will be subject to the refund policies and procedures mandated by the United States Department of Education. In regulating refunds, the Department of Education requires the College to calculate earned and unearned federal aid using the same method and attendance dates as stated above. The percentage of the enrollment period completed is then applied to the total Title IV aid that could have been disbursed during that period to determine the amount of Title IV that has been earned by the student. Unearned federal aid must be returned to the original sources, whether it has been credited to the student's account or disbursed directly to the student.

### **RETURN OF TITLE IV FUNDS DISTRIBUTION**

Whenever the Department of Education's procedures result in a return of a student's Title IV awards, the restored amount must be returned to the appropriate program sources in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Direct Stafford Loans
4. Subsidized Direct Stafford Loans
5. Federal Perkins Loans
6. Federal PLUS Loans

7. Direct PLUS Loans
8. Federal Pell Grants
9. Academic Competitiveness Grants
10. National SMART Grants
11. Federal Supplemental Educational Opportunity Grants
12. Federal Teach Grants
13. Iraq Afghanistan Service Grants

### **REFUNDS 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.

### **RETURN OF TITLE IV FUNDS FROM THE STUDENT**

If the student is required to return unearned Title IV loan funds, those SFA 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 grant funds is due from the student, the school is responsible for notifying the student of the amount owed, for billing the student, and for collecting the overpayment. 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.

# ACADEMICS

## COURSE LOAD

All School of Professional Education programs operate on a four-term system with all students enrolled for at least twelve semester hours of instructional modules each term. The first term will start at various times of the year, with other terms following respectively —there is no break for the summer and very short breaks for other major holidays. The adult learner with many demands and requirements will need the support and encouragement of family and employer.

An adult learner load of 12 credit hours per term qualifies the individual for full-time status. The length of study is dependent on the specific program and credit hour requirements of the program.

## ACADEMIC ACCOMMODATIONS

Pursuant to Section 504 of the Rehabilitation Act of 1973, as amended in 1992, and the Americans with Disabilities Act of 1990 (ADA), Central Christian College takes an active role in strategizing and implementing ways to support individuals needing special accommodations. Any student who may require an accommodation should contact the Office of Professional Education as soon as possible. Accommodations require that the individual provide verification of eligibility for said accommodations. It is the responsibility of the student to initiate contact with the Office of Professional Education to initiate and or maintain an accommodation.

## REGISTRATION

Registration for each program has a unique process. Any potential student will be guided through the process from the initial inquiry into the program with the help of a personalized student services team.

## CLASSIFICATION OF STUDENTS

All work taken at an accredited junior college or other selected courses from a four-year college may be transferred to Central Christian with the presentation of an official transcript. A student's status will be determined by the following credits completed:

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

## GRADES

Grades given and their meanings are listed as follows:

Letter	Included in Credits Attempted	Included in Credits Earned	Included in GPA Calc.	Points
A	✓	✓	✓	4.00
A-	✓	✓	✓	3.70
B+	✓	✓	✓	3.30

B	✓	✓	✓	3.00
B-	✓	✓	✓	2.70
C+	✓	✓	✓	2.30
C	✓	✓	✓	2.00
C-	✓	✓	✓	1.70
D+	✓	✓	✓	1.30
D	✓	✓	✓	1.00
D-	✓	✓	✓	0.07
F	✓		✓	0.00
AU				0
I	✓		✓	0
P	✓	✓		0
FL	✓	✓		0
PR	✓	✓		0
TR	✓	✓		0
W	✓			0
WF	✓		✓	0
EX	✓	✓		0

- F ..... Failure  
 AU ..... Audit course  
 FX ..... Failed due to academic dishonesty (e.g. plagiarism, cheating, etc.)  
 I ..... Incomplete; part of the required work of the course remains undone.  
 P ..... Passing grade on the Pass/Fail System  
 FL ..... Failing grade on the Pass/Fail System  
 PR ..... Proficiency examination  
 TR ..... Transferred credits  
 W ..... Withdrawn Passing  
 WF ..... Withdrawn Failing  
 EX ..... Life/Professional experience

Appeals concerning grades can be made to the Dean of Professional Education. See below for complete appeal policy.

## INCOMPLETES

Students who find that they are unable to complete the requirements of a course within the specified term 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 course work 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 legitimate, the

instructor may recommend to the Dean of Professional Education that the student be permitted to withdraw from the course. When the parties fail to agree, the case may be referred to the Dean of Professional Education and the Vice President of Academics.

Applications for incompletes are available from the Professional Education Office. Applications for incompletes must be submitted no later than the final week of a course

Students receiving an incomplete must conclude the required course work according to the contract schedule with full agreement by the student and faculty. An incomplete not completed within the specified period will result in a grade of "F" or another grade specified by the instructor.

### **REPEATING COURSES**

Students wanting to improve their GPA or grade in a certain course may repeat a course. The repeated course will be charged at the normal tuition rate and will count toward the number of hours taken during that session. If the repeat of the course results in a higher grade than the higher grade will be used to compute the overall GPA. All courses, including repeated courses will remain a part of the student record and will be visible on the transcript.

Students wanting to transfer a repeated course into Central Christian may only do so with the permission of the Registrar.

### **EDUCATIONAL PRIVACY RIGHTS**

The purpose of the following statement is to inform students and parents of the Family Educational Rights and Privacy Act of 1974, as required by law. Further inquiries concerning FERPA may be directed to the Registrar's Office.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA provides certain rights with respect to educational records. Students attending Central Christian College are provided these rights under law, though the student can designate a parent or guardian to receive grade reports, bills, and other college related communications. Students may stipulate (in writing) what information they wish to remain private.

Students have the right to inspect and review educational records maintained by this institution. Central Christian is not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review their records. In such cases the institution is permitted to assess fees for preparing and dispatching the documents.

Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If

the school decides not to amend the record, the student has the right to a formal hearing. After the hearing, if the institution still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Central Christian College must have written permission from the student in order to release any records. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- Institutional officials with legitimate educational interest;
- Other educational institutions to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Central Christian College may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Students are afforded the chance to opt out of the release of such "directory" information on an annual basis as part of their initial registration.

### **DISMISSAL POLICY RELATED TO GRADES**

If for some reason, a student is dismissed from the college, the grade assigned for each class will depend on the student's status at the time of dismissal.

1. If the student is dismissed prior to the official last day to drop a course without a grade, the student will be withdrawn from a class and the transcript will show a grade of "W" for the course.
2. 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.
3. If a student has a passing grade at the time of dismissal and the dismissal occurs after the official last day, but before the last full week of classes, a

grade of “W” 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.

4. If the student had a passing grade at the time of dismissal and the dismissal occurs during the last full week of classes, the student will receive a grade commensurate with his or her overall class performance. Faculty members reserve the right to assess a grade based on an objective measurement of the work completed prior to the dismissal and an empirically derived estimate of future performance of those assignments left incomplete (e.g. final paper, final project, final test).

### ACADEMIC HONESTY

We are committed at Central Christian College to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. It is imperative that you present all written, oral, and or preformed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and or performance, citing the name of the author, creator, and the source of the work with appropriate reference information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the college.

If it is found that a learner cheats or plagiarizes on a major examination or project, it must be reported to the Dean of Professional Education. The minimum penalty for such dishonesty should be failure of the particular examination or project, with no opportunity for make-up or extra credit. The maximum penalty for dishonesty at this level could be failure of the course, if the student has had other instances of dishonesty.

If there are records of any misconduct or other incidents of academic dishonesty, the Dean of Professional Education may take additional action, including a request for expulsion by the Vice President of Academics. Dismissal from the college is also possible on the first or second offense of this magnitude.

In all cases the degree to which dishonesty and/or cheating was intended will be determined by the Dean of Professional Education and any academic sanctions may be enacted by the School of Professional Education. Formal discipline for academic dishonesty, as it relates to violation of the student code of conduct, will be initiated by the Dean of Professional Education in cooperation with the Vice President of Academics.

Appeals concerning academic dishonesty and any rulings should be submitted to the Vice President of Academics. The Vice President of Academics will meet with the Dean of Professional Education as an arbiter. If an agreeable resolution does not result, the Vice President of Academics will convene a formal committee.

### APPEALS

#### GRIEVANCE/APPEAL PROCEDURE

The office of Professional Education is prepared to respond to student related requests and inquiries. Non-program related inquires (e.g. eCollege, CampusVue, etc.) should be made directly to the provider. If the provider is unresponsive or the conflict has not been resolved, contact with Central Christian College should be initiated. Central Christian College will assist the student in finding an agreeable outcome. Course related concerns or complaints should first be addressed to the individual mentor. If the concern or complaint is not addressed the learner can pursue the following avenues, respectively:

**Level - I:** In writing, the learner addresses said concern or complaint to the Dean of Professional Education.

**Level - II:** In writing, the learner addresses said concern or complaint to the Vice President of Academics of Central Christian College.

**Level - III:** In writing, the learner addresses said concern or complaint to the President of Central Christian College.

### COURSE DESIGNATIONS

The credit value of each course in semester hours 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. The number indicates the level of difficulty of the course content, ranging from 100-400 to indicate levels. 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.
- 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.

## **COURSE CANCELLATION**

Central Christian College reserves the right to cancel courses that do not meet the minimum enrollment of six students.

## **COURSE ATTENDANCE**

Due to the concentrated scheduling in the School of Professional Education programs and the emphasis upon participatory learning, adult learners need to be in attendance every week. Absence due to illness or other emergency situations must be made up through activities required by the facilitator in that module. If an on ground degree completion student misses more than one night of a module they must confer with the Dean of Professional Education. Non-participation exceeding 14 days in any module will cause the student to be withdrawn and require the student to retake the course with \$100 additional charge.

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 four hours of class time.

The Department of Professional Education office will monitor attendance records. Attendance records are essential to comply with regulations established by the Veterans' Administration and Health and Human Relations for recipients of VA benefits or federally insured student loans.

If long term medical, family or employment concerns develop, the adult learner needs to contact the Department of Professional Education immediately. The Dean will assist the adult learner in addressing matters related to the program both academically and financially.

Online attendance is fulfilled by logging into the course page and participating as instructed in each module syllabus. It is required that students participate in threaded discussions and complete all weekly assignments.

## **TRANSCRIPTS (OFFICIAL/UNOFFICIAL)**

Upon receipt of the signed, written request of a student and the fee(s), a transcript of credits will be issued by the registrar. A transcript fee of \$5.00 is charged for each transcript, official or unofficial. If time is a factor, transcript requests may be faxed along with a credit card number. An additional credit card processing fee of \$5.00 per transaction will be charged.

NO TRANSCRIPT OF CREDIT OR DIPLOMA WILL BE ISSUED FOR ANY STUDENT UNTIL HIS/HER FINANCIAL OBLIGATIONS TO THE COLLEGE HAVE BEEN MET IN FULL.

## **GRADUATION REQUIREMENTS**

All degree seeking candidates must meet the following requirements:

1. Submit a *Graduation Candidacy Application* to the Registrar's Office.
2. Receive the approval of the faculty and Board of Trustees.
3. Have met all *Degree Requirements*.
4. Have completed all *Assessment Requirements*.
5. Have conducted an exit interview with the financial aid office.
6. Have met all other internal obligations.

## **DEGREE REQUIREMENTS**

To earn the Bachelor of Science degree, students will be required to achieve the following:

- Complete the coursework
- Pay all fees and tuition charges.
- Accumulate 120-123 semester credits that are officially accepted by *Central Christian College*.
- Have a cumulative grade point average of 2.0 (4.0 scale) or above in the 120-123 credits comprising the degree program
- Meet all general education requirements, or equivalent as approved by the registrar

## **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 (of a year in which they were enrolled), provided all requirements are met.

## **ASSESSMENT REQUIREMENTS**

In order to meet the requirements for graduation, students must complete those assessments as outlined by the Academic Affairs and Assessment Committee. This may include the completion of an exit survey, Major Field test, or General Education Assessment.

## **GRADUATION CEREMONIES**

Central Christian College 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.

## **DIPLOMAS**

Diplomas are mailed to students approximately 3-4 weeks following graduation ceremonies and after all obligations with the college have been fulfilled. The Registrar's office will forward the diploma to the address provided on the *Graduation Candidacy Application*.

# BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (ONLINE)

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**Purpose**

The Bachelor of Science in Criminal Justice is designed for working professionals who want to develop the skills needed to be competitive in this growing market. The program is rather unique as it is lectured by those who have authored the text book used in the course. The students are provided an iPad II and the books are included in the tuition. The facilitators (on line Professors) are professionals in Criminal Justice. Each facilitator has experience in the course topic and is accessible to the students during each five week module. There are 16 upper level courses that are required for the student to take to complete the CCJ requirement.

Students that have completed a basic law enforcement training course or certified/approved corrections course required as a condition of employment can receive college credit. College credit can also be achieved by military training, other law enforcement/corrections training and in specialized training that is state approved.

**Emphasis-Requirements**

Degree requirements for online students are as follows:

1. One hundred twenty (120) semester hours of credit.
2. A total of forty eight (48) upper division credit hours must be completed at the CJ degree completion program at Central Christian College.
3. Students may transfer other college credit hours to satisfy the general education requirements or electives.
4. Submitting official copies of all transcripts from all post-secondary credits.

5. Cumulative grade point average of 2.0 (on 4.0 scale) or better on all prior academic work

Students must meet General Education Requirements as follows:

**General Education Requirements**

English Composition .....	6
Principles of Speech.....	3
Humanities.....	6
Math .....	3
Science.....	4
Social Science.....	6

**Degree Requirements:**

EX-CJ 300	Introduction to Online Criminal Justice .....	3
EX-CJ 310	Introduction to Criminal Justice .....	3
EX-CJ 312	Introduction to Corrections .....	3
EX-CJ 314	Introduction to Law Enforcement.....	3
EX-CJ 316	Introduction to Forensic Science .....	3
EX-CJ 320	Ethics in Criminal Justice .....	3
EX-CJ 330	Statistics in Criminal Justice .....	3
EX-CJ 340	Police Administration .....	3
EX-CJ 440	Criminal Procedure I .....	3
EX-CJ 442	Criminal Procedure II .....	3
EX-CJ 450	Criminological Theory .....	3
EX-CJ 452	Victimology .....	3
EX-CJ 470	Juvenile Justice.....	3
EX-CJ 482	Community Corrections .....	3
EX-CJ 490	Crisis Management .....	3
EX-CJ 495	Directed Study in Criminal Justice.....	3
EX-PH 364	Contemporary Culture and Worldviews .....	3

# BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION- CONCENTRATION IN MEDICAL PRACTICE MANAGEMENT (ONLINE)

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## **PURPOSE**

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 introduce concepts in healthcare administration, ethics, accounting, statistics, and knowledge management. Experienced instructors are prepared to assist you 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.

## **CONCENTRATION IN MEDICAL PRACTICE MANAGEMENT**

The Medical Practice Management concentration is designed to prepare students to face the broad range of challenges involved in navigating the issues and opportunities within an organization, and increasingly complex healthcare system. Topics include financial management, healthcare reimbursement, marketing, and patient communication. Students will be better equipped to provide recommendations for operational or infrastructure improvements that will allow medical practices to be better positioned for future success.

## **EMPHASIS-REQUIREMENTS**

Degree requirements for online students are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.

Students must meet General Education Requirements as follows:

### General Education Requirements

English Composition .....	6
Humanities.....	6
Math .....	3
Science.....	3
Social Science.....	6
Computer Applications .....	3
General Psychology .....	3
General Electives .....	27

### Degree Requirements:

EX-BI 407	Biblical Panorama.....	3
EX-BS 310	Professional Skills Development .....	3
EX-BS 329	Financial Management for the Medical Practice .....	3
EX-BS 330	Healthcare Reimbursement .....	3
EX-BS 426	Financial Management in Healthcare .....	3
EX-HC 300	Patient Communication & Service Excellence.....	3
EX-HC 340	Healthcare Marketing Strategies .....	3
EX-HC 364	Ethical Issues in Healthcare.....	3
EX-HC 378	Principles of Managed Care .....	3
EX-HC 410	US Healthcare Systems .....	3
EX-HC 415	Leadership & Change in Healthcare.....	3
EX-HC 421	Statistics for Healthcare Managers .....	3
EX-HC 341	Marketing the Private Medical Practice.....	3
EX-HC 351	Principles of Management .....	3
EX-HC 361	Intro to Medical Practice Management .....	3
EX-HC 491	HC Administration Capstone Project .....	3
EX-MG 357	Healthcare/Business Law .....	3
EX-MG 445	Human Resource Management .....	3
EX-MG 450	Strategic Planning .....	3
EX-PH 364	Contemporary Culture and Worldviews .....	3
EX-PY 201	Life and Learning Assessment Seminar.....	3

# BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION- CONCENTRATION IN HEALTH INFORMATION MANAGEMENT (ONLINE)

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## PURPOSE

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 introduce concepts in healthcare administration, ethics, accounting, statistics, and knowledge management. Experienced instructors are prepared to assist you 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.

## CONCENTRATION IN HEALTH INFORMATION MANAGEMENT

This concentration is designed to prepare students for a technical career in the healthcare industry. Concentration coursework addresses reimbursement, health and clinical data management, privacy and security of healthcare data and patient communication.

## EMPHASIS-REQUIREMENTS

Degree requirements for online students are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.

Students must meet General Education Requirements as follows:

## GENERAL EDUCATION REQUIREMENTS

English Composition .....	6
Humanities.....	6
Math .....	3
Science.....	3
Social Science.....	6
General Psychology .....	3
Computer Applications .....	3
General Electives .....	27

## DEGREE REQUIREMENTS:

EX-BI 407	Biblical Panorama.....	3
EX-BS 301	Introduction the Health Information Management.....	3
EX-BS 310	Professional Skills Development .....	3
EX-BS 330	Healthcare Reimbursement .....	3
EX-BS 426	Financial Management in Healthcare .....	3
EX-CP 310	Health & Clinical Data Management.....	3
EX-CP 405	Privacy & Security of Healthcare Data .....	3
EX-HC 300	Patient Communication & Service Excellence.....	3
EX-HC 340	Healthcare Marketing .....	3
EX-HC 364	Ethical Issues in Healthcare.....	3
EX-HC 378	Principles of Managed Care .....	3
EX-HC 410	Introduction to US Healthcare Systems .....	3
EX-HC 415	Leadership & Change in Healthcare .....	3
EX-HC 421	Statistics for Healthcare Managers .....	3
EX-HC 491	Health Administration Capstone Project ....	3
EX-MG 351	Principles of Management .....	3
EX-MG 357	Business Law .....	3
EX-MG 445	Human Resource Management .....	3
EX-MG 450	Strategic Planning .....	3
EX-PH 364	Contemporary Culture and Worldviews .....	3
EX-PY 201	Life and Learning Assessment Seminar.....	3

# BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION- CONCENTRATION IN HUMAN RESOURCE MANAGEMENT (ONLINE)

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## PURPOSE

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 introduce concepts in healthcare administration, ethics, accounting, statistics, and knowledge management. Experienced instructors are prepared to assist you 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.

## CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

The concentration in Human Resource Management is designed to teach human resource managers how to effectively lead in a hospital or healthcare setting. The program covers a wide range of human resource responsibilities including interviewing and hiring, compensation and benefits management, conflict resolution, and patient communication.

## EMPHASIS-REQUIREMENTS

Degree requirements for online students are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.

Students must meet General Education Requirements as follows:

## GENERAL EDUCATION REQUIREMENTS

English Composition .....	6
Humanities.....	6
Math .....	3
Science.....	3
Social Science.....	6
Computer Applications .....	3
General Psychology .....	3
General Electives .....	27

## DEGREE REQUIREMENTS:

EX-BI 407	Biblical Panorama.....	3
EX-BS 310	Professional Skills Development .....	3
EX-BS 426	Financial Management in Healthcare .....	3
EX-HC 300	Patient Communication & Service Excellence.....	3
EX-HC 322	Recruitment & Selection in Healthcare.....	3
EX-HC 325	Training & Development for Healthcare .....	3
EX-HC 340	Healthcare Marketing Strategies .....	3
EX-HC 364	Ethical Issues in Healthcare.....	3
EX-HC 378	Principles of managed Care .....	3
EX-HC 410	US Healthcare Systems .....	3
EX-HC 415	Leadership & Change in Healthcare .....	3
EX-HC 421	Statistics for Healthcare Managers .....	3
EX-HC 491	Healthcare Management Business Policy (Capstone) .....	3
EX-MG 306	Conflict Resolution & Negotiation .....	3
EX-MG 351	Principles of Management .....	3
EX-MG 357	Healthcare/Business Law .....	3
EX-MG 366	Employee Benefits .....	3
EX-MG 445	Human Resource Management .....	3
EX-MG 450	Strategic Planning .....	3
EX-PH 364	Contemporary Culture and Worldviews .....	3

# BACHELOR OF BUSINESS ADMINISTRATION: HEALTHCARE MANAGEMENT (ONLINE)

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## PURPOSE

This program is designed to prepare students to build influence and leadership in the global business economy. The program’s foundation is business fundamentals built on Christian principles, followed by an in-depth study and application of knowledge and skills focused on healthcare. Coursework is structured to assist students in the development of their goals as they acquire the knowledge and skills common to healthcare professionals working in hospitals, long-term care facilities, insurance companies, managed-care organizations, pharmaceutical companies, or one of the many other healthcare-related industries.

The goal of the BBA with a concentration in Healthcare Management is to help students excel in their business background while building their understanding of the healthcare industry, including the environment of care, performance improvement, risk assessment and managing diverse workforces in healthcare.

The program will help students acquire a strong background in law and ethics in a wide variety of healthcare topics, enabling them to deal with common legal and practical problems facing patients, their families, practitioners, care givers and society within the healthcare industry.

## EMPHASIS-REQUIREMENTS

Degree requirements for online students are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.

Students must meet General Education Requirements as follows:

## GENERAL EDUCATION REQUIREMENTS

English Composition .....	6
Humanities.....	6
Math .....	3
Science.....	3
Social Science.....	6
Computer Applications.....	3
General Psychology .....	3
General Electives .....	27

## DEGREE REQUIREMENTS:

EX-BS 356	Organizational Behavior & Leadership.....	3
EX-AC 327	Financial Accounting .....	3
EX-BI 407	Biblical Panorama.....	3
EX-HC 310	Professional Skills Development .....	3
EX-BS 330	Healthcare Reimbursement .....	3
EX-BS 426	Financial Management in Healthcare .....	3
EX-HC 340	Healthcare Marketing .....	3
EX-HC 364	Ethical Issues in Healthcare.....	3
EX-HC 410	Introduction to US Healthcare Systems .....	3
EX-HC 415	Leadership & Change in Healthcare .....	3
EX-HC 421	Statistics for Healthcare Managers .....	3
EX-MG 325	Project Management .....	3
EX-MG 351	Principles of Management .....	3
EX-MG 357	Business Law .....	3
EX-MG 368	Operations Management.....	3
EX-MG 445	Human Resource Management .....	3
EX-MG 450	Strategic Planning .....	3
EX-MG 491	Seminar in Healthcare Practice .....	3
EX-MG 492	Healthcare Management Business Policy (Capstone).....	3
EX-PH 364	Contemporary Culture and Worldviews .....	3

# ORGANIZATIONAL LEADERSHIP DEGREE (ONLINE)

## PURPOSE

Modern organizations require leaders to not only demonstrate business expertise, but also have the interpersonal skills needed to manage the demands of the contemporary marketplace. The organizational leadership major is a strategic combination of disciplines combining the teachings of management and psychology based on a Christian worldview. As a graduate of this program you will be equipped with the tools needed to be successful in a wide range of leadership roles from human resource management to marketing.

Central Christian's Bachelor of Science in Business in Organizational Leadership will prepare you to become an agent of change by understanding and applying the principles of leadership that modern organizations require. Whether you are working in a small or large company or are planning to run your own business, you will master the abilities, tools, skills, and acquire the knowledge to be able to help your organization function more effectively.

## EMPHASIS-REQUIREMENTS

Degree requirements for online students are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.

Students must meet General Education Requirements as follows:

## GENERAL EDUCATION REQUIREMENTS

EN-CP 103 [G]	English Composition I.....	3
EN-CP 104 [G]	English Composition II.....	3
SS-SO 202 (G)	Principles of Sociology.....	3
SP-SH 100 [G]	Fitness and Wellness.....	3
NS-MA 104 [G]	P) College Algebra .....	3

MU-MS 105 [G]	Music Appreciation.....	3
EN-LT 217 [G]	Introduction to World Literature .....	3
SS-PY 110 (G)	General Psychology.....	3
HU-AR 101 [G]	Art Appreciation.....	3
MT-BI 100 [G]	Introduction to Biblical Literature .....	3
SS-GE 113 [G]	World Geography.....	3
SS-HI 103 [G]	History of World Civilization I .....	3
BS-EC 260 (G)	Microeconomics .....	3
NS-BI 100 [G]	Environmental Science w/ Lab.....	3
MT-BI 102 [G]	Intro to the New Testament .....	3
SS-PO 203 (G)	American Government .....	3
MT-BI 101 [G]	Survey of the Old Testament .....	3
MT-PH 364 (G)	Contemporary Culture and Worldview.....	3

## DEGREE REQUIREMENTS:

EX-PY 201	Adult Dev. & Life Assessment Seminar .....	3
EX-MG 320	Research & Applied Statistics .....	3
BS-CP 235	Computer Application.....	3
BS-CP 132	Introduction to Information Processing .....	3
BS-AC 120	Basic Accounting .....	3
SS-PO 112	Current World Problems.....	3
EX-MG 341	Theories in Leadership.....	3
EX-MG 360	Managerial Marketing .....	3
BS-EC 265	Personal Finance.....	3
SS-PY 335	Industrial & Org. Psychology.....	3
EX-BS 356	Organizational Behavior & Leadership .....	3
EX-CP 425	Effective Personal and Org. Communication .....	3
BS-MG 371	Small Business Management .....	3
EX-MG 445	Human Resource Management .....	3
EX-MG 450	Strategic Planning .....	3
EX-MG 420	Business Law .....	3
SS-SO 320	Cross Cultural Communication & Diversity... ..	3
EX-MG 435	Systems Approach to Management.....	3
EX-OR 455	Personal Values and Org. Ethics .....	3
SS-PY 320	Social Psychology .....	3
BS-MG 351	Principles of Management.....	3
EX-OR 465	Applied Research Project.....	3

# MINISTRY LEADERSHIP DEGREE

## PURPOSE

The purpose of the on ground Ministry Leadership Degree Completion program is to prepare men and women for Christian ministry through the completion of a bachelor’s degree in ministry

The Ministry Leadership Emphasis serves:

- Those called to pastor or lead para-church ministry
- Those desiring an increase in Biblical understanding and competency in order to more effectively minister
- Educators who desire Biblical studies and theology to integrate into their specific educational disciplines
- Chaplains, missionaries and counselors in Christian social service professions
- Individuals seeking a life of Christian service through various ministry opportunities

## EMPHASIS-REQUIREMENTS

Degree requirements for non-traditional working adults are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.
- Students must be 25 years of age and have completed 55 credit hours to be admitted to the degree completion program under regular status.
- A waiver process is available for qualified students under age 25 and/or with less than 55 credits.

All degree completion students must meet General Education Requirements as follows:

## DEGREE COMPLETION GENERAL EDUCATION REQUIREMENTS

English Composition .....	6
Principles of Speech.....	3
Christian Worldview .....	3
Humanities.....	8
Math .....	3
Science .....	4
Social Science.....	8

### Term 1

EX-MN 300	Learning Skills and Hermeneutics .....	3
EX-BI 301	Old Testament Literature.....	3
EX-BI 302	New Testament Literature .....	3
EX-BI 303	Inductive Methodology: Gospel of Mark ....	3

### Term 2

EX-MN 319	Spiritual Formation .....	3
EX-MN 332	History of Christianity .....	3
EX-MN 340	Pastoral Care .....	3
EX-MN 352	Pastoral Counseling.....	3

### Term 3

EX-BS 353	Management and Administration.....	3
EX-BS 356	Organizational Behavior and Leadership ....	3
EX-BI 358	Biblical Theology I .....	3
EX-BI 400	Biblical Theology II .....	3

### Term 4

EX-MN 402	Apologetics and Worldview .....	3
EX-TH 406	New Testament Theology of Evangelism ....	3
EX-TH 409	Practical Theology of Worship .....	3
EX-MN 411	Homiletic and Critique .....	3

# ORGANIZATIONAL LEADERSHIP DEGREE

## PURPOSE

The purpose of the on ground Organizational Leadership Degree Completion program is to provide working professionals an opportunity to become an agent of change in the 21<sup>st</sup> century through the completion of a bachelor’s degree in business

The Organizational Leadership Emphasis serves:

- Management professionals seeking to enhance their knowledge of organizational leadership practices and issues
- Those seeking advancement in their current profession
- Professionals desiring to prepare for graduate study in business or management
- Persons interested in preparing for future career opportunities
- Those wanting fulfillment of personal or professional goals toward completion of a bachelor’s degree in business
- Persons seeking an organizational leadership program taught within the framework of a Christian worldview

## EMPHASIS-REQUIREMENTS

Degree requirements for non-traditional working adults are as follows:

- One hundred twenty semester hours of credit.
- A total of 48 upper division credit hours must be completed in the degree completion program at Central Christian College.
- Students may transfer up to 72 hours from other accredited institutions to count toward this degree.
- Students must be 25 years of age and have completed 55 credit hours to be admitted to the degree completion program under regular status.
- A waiver process is available for qualified students under age 25 and/or with less than 55 credits.

All degree completion students must meet General Education Requirements as follows:

## DEGREE COMPLETION GENERAL EDUCATION REQUIREMENTS

English Composition.....	6
Principles of Speech .....	3
Christian Worldview.....	3
Humanities .....	8
Math.....	3
Science .....	4
Social Science .....	8

## Term 1

EX-OR 415	Group & Organizational Dynamics.....	3
EX-PY 301	Adult Development & Life Assessment.....	3
EX-OR 425	Effective Personal and Organization Communication.....	3
EX-MG 435	A Systems Approach to Management.....	3

## Term 2

EX-BI 407	A Biblical Panorama .....	3
EX-MG 330	Principles of Management and Supervision.....	3
EX-MG 341	Theories in Leadership .....	3
EX-MG 360	Managerial Marketing.....	3

## Term 3

EX-MG 350	Social Problems & Their Impact on the Workplace .....	3
EX-MG 445	Human Resource Management .....	3
EX-MG 450	Strategic Planning .....	3
EX-OR 455	Personal Values & Organizational Ethics ....	3

## Term 4

EX-MG 320	Introduction to Research & Analysis Using Statistics .....	3
EX-MG 420	Business Law .....	3
EX-EC 460	Microeconomics .....	3
EX-OR 465	Research Project .....	3

# COURSE DESCRIPTIONS

## GENERAL EDUCATION COURSES

### **BS-EC 260 [G] Microeconomics (3)**

An introduction to microeconomic theory including an analysis of price theory, the marginal concept, market structure and performance.

### **EN-CP 103 [G] English Composition I (3)**

Instruction and practice in personal expository essays and paragraphs, with emphasis on correct writing. Requirement for graduation and prerequisite for EN-CP 104 [G].

### **EN-CP 104 [G] P English Composition II (3)**

Instruction in writing with emphasis on research and analytical exposition. Required for graduation. Prerequisite: EN-CP 103 [G].

### **EN-LT 217 [G] Introduction to World Literature (3)**

This course is an overview of literature's development throughout the world. 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.

### **HU-AR 101 [G] Art Appreciation (2)**

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.

### **MT-BI 100 [G] 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 [G] 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 [G] 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-PH 364 [G] Contemporary Culture & Worldview (3)**

This course is designed to help the student identify the diverse cultures and worldviews in today's society, develop an ability to assess the local cultures and acquire an ability to respond to different cultures from a theistic perspective.

### **MU-MS 105 [G] Music Appreciation (2)**

A course designed to help students develop better music listening skills. No previous instruction in music is required. A study of the elements of music, music history eras, composers and their styles, and instruments of the orchestra and band.

### **NS-BI 100 [G] 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.

### **NS-MA 104 [G] P College Algebra (3)**

A study of real numbers and their properties, exponents, radicals, algebraic expressions, equations and inequalities (linear and quadratic). Special emphasis is placed on the concept of the function and the graph of a function, operations of functions, and inverse functions, polynomials, and rational functions.

### **SP-SH 100 [G] Fitness and Wellness (3)**

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.

### **SS-GE 113 [G] 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.

### **SS-HI 103 [G] 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.

### **SS-PO 203 American Government (3) SP**

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.

### **SS-PY 110 [G] 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.

### **SS-SO 202 [G] 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.

## ACCOUNTING

### **EX-AC 327 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.

### **EX-AC 328 Healthcare Accounting (3)**

This course provides students with an understanding of basic accounting fundamentals and principles. Topics include partnership, corporate, and managerial accounting, stocks, bonds, budgets, investments in stocks and bonds, cash flow statements, and financial statement analysis.

### **EX-AC 427 Managerial Accounting (3)**

This course emphasizes 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.

## BIBLE

### **EX-BI 301 Old Testament Literature (3)**

This course is designed to provide the student with a detailed look at the literature of the Old Testament. This will include the study of the Torah, the history narratives, the writings of the prophets, and the collection known as Wisdom Literature.

### **EX-BI 302 New Testament Literature (3)**

A close examination of the various styles of literature found in the New Testament Gospels, History, Epistles, and Apocalyptic. The class will also include discussion of the development of the Canon, authorship, and dating issues that are a part of the current debate surrounding the New Testament.

### **EX-BI 303 Inductive Methodology Gospel of Mark (3)**

While studying the New Testament Gospel of Mark the student will learn the inductive method as an important discipline and tool for ministry. This class will focus on the three stages of the inductive model observation, interpretation, and application. The student will

also be challenged to apply this method to the task of ministry.

### **EX-BI 358 Biblical Theology I (3)**

This course will focus on the foundational methods upon which theology is done and the biblical core of all Christian theology. Students will engage the earliest formulations and doctrinal statements as they engage the development of theological concepts.

### **EX-BI 400 Biblical 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 as God, Christ, the Holy Spirit, the Trinity, the Church, Salvation and Eschatology.

### **EX-BI 407 A Biblical Panorama (3)**

This is a study of a general overview of the Bible in its many components. This course is designed to provide the student with a solid foundation for understanding the Bible in its literary, historical, cultural, and canonical elements. Reading the Bible, supporting texts, and collateral articles, the student will gain a deeper understanding of this sacred and ancient document and how it impacts the modern world.

## **BUSINESS**

### **EX-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.

### **EX-BS 329 Financial Management for the Medical Practice (3)**

In this course, students are presented with the methods and approaches for managing the private medical practice from a financial perspective. Topics include financial analysis, maximizing revenue, expense management, internal control, financial reports, benchmarking and operational planning.

### **EX-BS 330 Healthcare Reimbursement (3)**

This course provides an overview of the various US 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.

### **EX-BS 353 Management & Administration (3)**

This class will focus on providing basic skills related to management and administration of church and para-church organizations. Skills such as preparing budgets, simple accounting, personnel management, time management, letter writing, insurance, chairing meetings, legal matters, and others will be included.

### **EX-BS 356 P) P) Organizational Behavior & Leadership (3)**

Examines the psychological and sociological variables important in understanding individual motivation, group functioning, change, creativity, conflict, and leadership within the organization.

### **EX-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.

## **CRIMINAL JUSTICE**

### **EX – CJ 110 Police Procedures (3)**

The study and overview of basic police procedures. Training that is designed for the needs of the first line officer as instructed and/or certified by a federal or state POST agency or equivalent. The functions and role of the police in society with a focus on the patrol officer are to be presented.

### **EX – CJ 120 Court Systems (3)**

The study and overview of the court system, testimony and interaction of law enforcement and corrections personnel as instructed and/or certified by a federal or state POST agency or equivalent.

### **EX – CJ 130 Firearms and Lethal Weapons (3)**

The training/study in the use and application of the handgun, shotgun and rifle in Corrections and Law Enforcement career field as instructed and/or certified by a federal or state POST agency or equivalent. Successful qualification is a requirement for credit. Training/study in the use and application of chemical agents, pepper spray and tasers is also included.

### **EX – CJ 170 First Aid/EMT (3)**

The successful completion of a first aid class or Emergency Medical Technician (EMT) course by a certified agency would qualify for all or part credit.

### **EX – CJ 180 Physical Fitness (3)**

Physical conditioning of the officer in law enforcement, military or corrections during the basic academy as instructed and/or certified by a federal or state POST agency or equivalent. Successful completion and assignment of training in Special Weapons and Tactics

(SWAT), or similar named training as recognized by a federal or state POST agency or equivalent.

### **EX – CJ 190 Defensive Tactics (3)**

Physical defensive tactics, officer survival, arrest tactics, restraining devices and use of non-lethal weapons as instructed and certified by a federal and state POST agency or equivalent.

### **EX – CJ 200 Fundamentals of Criminal Investigation (3)**

The study and overview of basic investigation techniques and the use of forensic science as instructed and/or certified by a federal or state POST agency or equivalent.

### **EX – CJ 210 Traffic Law and Accident Investigation (3)**

The study and overview of traffic law, regulation and enforcement shall be covered. Motor vehicle accidents, boating accidents and aircraft crash investigations as instructed and/or certified by a federal or state POST agency or equivalent.

### **EX – CJ 220 Seminar in Corrections. (1-30)**

The study and overview of selected topics as they relate to the correctional career field as instructed and/or certified by a federal and/or state POST agency or equivalent. Upon receipt of official documentation, Central Christian College will award 1 credit-hour for every 40 hours spent in training related activities (15 hours of class time, with 25 hours of homework, reading, writing, exercises, etc. – or equivalent).

### **EX – CJ 230 Seminar in Law Enforcement. (1-30)**

The study and overview of selected topics as they relate to the law enforcement career field as instructed and/or certified by a federal and/or state POST agency or equivalent. Upon receipt of official documentation, Central Christian College will award 1 credit-hour for every 40 hours spent in training related activities (15 hours of class time, with 25 hours of homework, reading, writing, exercises, etc. – or equivalent).

### **EX – CJ 240 Seminar in Law. (1-30)**

The study and overview of selected topics as they relate to criminal, constitutional, regulatory, administrative, and civil law as instructed by a federal and/or state POST agency or equivalent. Upon receipt of official documentation, Central Christian College will award 1 credit-hour for every 40 hours spent in training related activities (15 hours of class time, with 25 hours of homework, reading, writing, exercises, etc. – or equivalent).

### **EX – CJ 140 Practical Criminal Law (3)**

The study that covers the fundamentals and foundations of American Criminal law as instructed and certified by a federal or state POST agency or similar certifying agency.

**EX-CJ 150 Constitutional Law (3)**

The study of the criminal procedure especially regarding the legal requirement of search and seizure, interrogation, right to counsel, and line ups. Primarily the understanding of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 14<sup>th</sup> amendments as instructed and/or certified by a federal or state POST agency or equivalent.

**EX-CJ 160 Corrections Procedures (3)**

The study and overview of the role of the corrections officer in a state or local institution as instructed and/or certified by a federal or state POST agency or equivalent.

**EX-CJ 300 Introduction to Online Criminal Justice (3)**

This introductory course functions as the starting point for students embarking on criminal justice studies through the internet medium.

**EX-CJ 310 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.

**EX-CJ 312 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.

**EX-CJ 314 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.

**EX-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, glass), blood, DNA evidence, forensic documentation examination, crime scene kits, and forensic microscopy.

**EX-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.

**EX-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.

**EX-CJ 340 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.

**EX-CJ 440 Criminal Procedure I (3)**

Constitutional aspects of criminal procedures, including investigations, arrests, search and seizures, pre-trial processes, trial rights, sentencing, and appeals. Part I focuses primarily on the rights protected by the Fourth Amendment.

**EX-CJ 442 Criminal Procedure II (3)**

Constitutional aspects of criminal procedures, including investigations, arrests, search and seizures, pre-trial processes, trial rights, sentencing, and appeals. Part II focuses primarily on the rights protected by the Sixth Amendment.

**EX-CJ 450 Criminological Theory (3)**

This course focuses on the major theoretical explanations for crime and delinquency.

**EX-CJ 452 Victimology (3)**

Theories and history shaping the bio-psychosocial 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.

**EX-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.

**EX-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.

**EX-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.

**EX-CJ 495 Directed Study in Criminal Justice (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 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.

**COMPUTER SCIENCE****EX-CP 305 Management Information Systems (MIS) (3)**

In this introductory course, students will appreciate the active role of the manager in planning, designing and controlling information systems within an organization. This discipline focuses on an analysis of the business function and integrates information from accounting, finance, and operations. This course will examine the various types of software and information systems utilized by organizations to integrate these functions.

**EX-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.

**EX-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.

**EX-CP 401 Database Analysis & Quality Improvement (3)**

This course provides students with an introduction to database concepts. Topics include relational models, database design, queries and reports, integrity constraints, database security, object-oriented systems and data manipulation. Students will have opportunity to design, load, and update databases.

**EX-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.

**EX-CP 491 Health Information Management Capstone Project (3)**

Building upon the skills acquired in the current topics seminar, students will develop a project proposal in health information management which will include an analysis of the problem, a brief literature review on the problem and recommendations integrating knowledge, skills and abilities acquired in the program.

**ECONOMICS**

**EX-EC 360 Microeconomics (3)**

An introduction to microeconomic theory including analysis of price theory, the marginal concept, market structure and performance.

**EX-EC 460 Healthcare Economics (3)**

This course addresses economics as they relate to healthcare, specifically the supply and demand for healthcare services and social, political, and monetary factors affecting the balance between them.

**HEALTHCARE****EX-HC 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.

**EX-HC 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 the human resources management function plays an important strategic role for the organization.

**EX-HC 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.

**EX-HC 340 Healthcare Marketing (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.

**EX-HC 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.

**EX-HC 342 Principles of Business in Health**

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.

**EX-HC 361 Introduction to Medical Practice Management**

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.

**EX-HC 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.

**EX-HC 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.

**EX-HC 410 Introduction to US 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.

**EX-HC 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.

**EX-HC 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.

**EX-HC 417 Principles of 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.

**EX-HC 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.

**EX-HC 491 Health Administration Capstone Project (3)**

This course provides a capstone experience permitting students to integrate all coursework in the health administration degree program to analyze challenges and issues in the healthcare industry. Topics of review include leadership, communication, medical legal issues, risk management, marketing and planning. Students will have the opportunity to reflect on their own educational experiences via reflective journaling activities and articulate their ethical perspectives on the role of the healthcare professional. Additionally, students will create ePortfolios including prior work and a resume. The course culminates in a comprehensive examination.

**EX-HC 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.

**EX-HC 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.

**MANAGEMENT****EX-MG 300 Applied Composition (3)**

This course develops communications skills with emphasis on principles of writing business correspondence and reports, and analyzing and summarizing information in a logically written presentation. Other topics include the responsibility of the communicator, ethics in communicating, cultural sensitivity in business communications, and crisis communication.

**EX-MG 306 Conflict Resolution and Negotiation (3)**

This course exposes students to the nature of conflict within healthcare 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 deliver quality health care.

**EX-MG 307 Critical Thinking & Problem Solving (3)**

This course is designed to help students develop critical thinking and problem solving skills. Students will learn through a problem-based learning approach whereby they will work individually and in groups to solve everyday problems that present in the business and healthcare environments. Students will be exposed to carefully selected case scenarios and will learn to apply a systematic approach to problem appraisal, data collection, and problem resolution and will enhance their abilities to think rationally, creating sound arguments to support their beliefs.

**EX-MG 311 Advanced Professional Communications (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 [G], EN-CP 104 [G].

**EX-MG 320 Research & Applied Statistics (4)**

Problem analysis and evaluation techniques are presented. Adult learners are shown methods for defining, researching, analyzing, and evaluating a problem in their work or vocational environments that they have selected for independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, and analyzing variance and constructing questionnaires.

**EX-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 management.

**EX-MG 327 Technical Writing (3)**

In this course, students will have opportunity to develop the skills needed to write technical and

scientific documents such as reports, documentation, and instructions. Topics include methods of organization, writing style, empirical review, and adapting writing for various audiences.

**EX-MG 330 Principles of Management & Supervision (3)**

Adult learners examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with analysis of the effect on productivity.

**EX-MG 341 Theories In Leadership (3)**

In the five weeks of this module, several theories will be explored that attempt to explain what leadership is and how to apply it to key areas, such as influencing individual behavior, group or team performance, and change. Additionally, the module will examine sources of power, motivational theory, and conflict resolution strategies.

**EX-MG 350 Social Problems & Their Impact on the Workplace (3)**

This course presents an analysis of major contemporary social problems especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the cause, consequences, and solutions to these problems.

**EX-MG 351 Principles of Management (3)**

This course explores the types of managerial functions necessary for organizational operation. The course is built around the topics of planning, organizing, directing, controlling and decision-making.

**EX-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.

**EX-MG 360 Managerial Marketing (3)**

Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences, will be explored and their marketing implications considered from a manager's perspective.

**EX-MG 366 Employee Benefits (3)**

This course exposes students to the nature of the various types of employee benefits on the market. Emphasis is placed on the factors involved in making employment benefit decisions, such as distinctions between personal or small organizations and large employee groups, and knowing the funding options available for each.

**EX-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.

**EX-MG 420 Business Law (4)**

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.

**EX-MG 435 Systems Approach To Management (3)**

Adult learners examine the formal and informal functions of organizations and analyze agencies or organizations based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to adult learners' work-related independent study projects.

**EX-MG 445 Human Resource Management (3)**

Adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

**EX-MG 450 Strategic Planning (3)**

This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management.

**EX-MG 491 Business Policy (Capstone)**

This course permits students to analyze business problems in a healthcare setting. Using knowledge, skills and abilities acquired in

prior coursework, students will have an opportunity to conduct action research where they will develop policies aimed at organizational improvement.

## MINISTRY

### EX-MN 300 Learning Skills & Hermeneutics (3)

This class will serve as an introduction for the adult learner to help them get reacquainted with the disciplines needed to be successful as they return to college. These will include adult development, teamwork principles, receiving and giving critical analysis, "life-mapping," small group communication, study methods, writing, critical thinking, and the important ministry skill of hermeneutics.

### EX-MN 319 Spiritual Formation (3)

This course will explore the nature of spiritual formation. Different models concerning spiritual maturation will be investigated, with specific emphasis on the integration of ministry to children, youth, and adults. Students will have the opportunity to evaluate theories concerning cognitive and spiritual development. Experiential components will include personal experience with different approaches to prayer, spiritual disciplines, and other classical/contemporary practices. A major emphasis will also be placed on the role and function of small groups in the spiritual formation process.

### EX-MN 332 History of Christianity

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.

### EX-MN 340 Pastoral Care (3)

This class will concentrate on the task of ministry as it relates to the pastoral role. Consideration will be given to both biblical and historical understandings of the task of a pastor while at the same time examining how a person can and should fulfill this vital ministry of the Church. This course will focus on skill development and an understanding of gifts for ministry.

### EX-MN 352 Pastoral Counseling (3)

This course examines the pastoral role in relationship to the ministry of the whole person, mind, body, and soul. Students will be introduced to the integration of psychology and theology. Specific attention will be given to developmental issues, marriage and family and interpersonal relationships, as well as examine different approaches and skills involved with the counseling aspect of ministry.

### EX-MN 402 Apologetics & Worldview (3)

This course will study the history and importance of the discipline known as apologetics, the defense of the faith, while also considering how this is an ongoing concern for the church of today. The class will be looking at the classic philosophical and theological components that are utilized in support of the

faith and serve as a basis for confronting pluralism. The student will also be challenged to consider his/her own worldview and the various elements that shape it.

### EX-MN 411 Homiletics & Critique (3)

Through this course the student will be introduced to homiletical methodology and communication theory; including, how to structure various types of sermons (e.g. narrative, topical, exegetical, etc.), creative thinking, and presentational style. The student will be required to develop and present a series of completed sermon/oral presentations demonstrating proficiency in the use of the hermeneutical skills and tools. The goal is to craft messages that are both biblically sound and that communicate to the modern audience.

## ORGANIZATIONAL SCIENCES

### EX-OR 415 Group & Organizational Dynamics (3)

This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

### EX-OR 425 Effective Personal & Organization Communication (3)

This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and resolving conflict.

### EX-OR 435 Management Systems (3)

This course examines a number of management systems used in organizations in order to regulate operations. Topics include organization goals, system structures, and roles of administrators.

### EX-OR 455 Effective Personal & Organizational Communication (3)

Several major ethical theories are reviewed. Adult learners are asked to examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world.

### EX-OR 465 Applied Research Project (4)

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.

## PHILOSOPHY

### EX-PH 364 Contemporary Culture & Worldview (3)

This course will introduce the student to philosophical thought reflected in contemporary culture. Philosophies such as Postmodernism, Secular Humanism, Cosmic Humanism, Christianity, and Islam are investigated in light of their contributions to the major institutions of modern society. Application of these philosophical perspectives is discussed in an open forum allowing for exploration and debate.

## PSYCHOLOGY

### EX-PY 201 Life & Learning Assessment Seminar (3)

This course introduces students to assessment strategies for life cycle and learning style placement. As a seminar, the course utilizes reflection and discussion as significant portions of the learning process.

### EX-PY 301 Adult Development & Life Assessment Writing Seminar (3)

This course introduces adult learners to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessments and a basis for understanding individuals within organizations.

## SCIENCES

### EX-SC 300 Natural Science (Non-Lab) (3)

This course approaches the study of the natural sciences from an integrated perspective. Rather than focusing on only one natural science, the student is exposed to the phenomena of science in the natural world versus that which is man-made. Students will understand the relevance of science from a real-world perspective, appreciating how basic scientific principles connect to their daily lives. Elements of physics, chemistry, biology, and earth science will be presented.

### EX-SC 305 Human Anatomy & Physiology II (3)

This course provides an overview of the normal function and structure of the human body as well as the effects of disease on normal physiology. Students will learn associated terminology of anatomy and physiology in support of the healthcare profession.

### EX-SC 332 Medical Terminology (3)

The purpose of the course is to provide the student with the basic tools for building a medical vocabulary. It emphasizes the building of a medical vocabulary from prefixes, suffixes, roots, and combining forms. Emphasis is placed

on correct pronunciation, spelling, and analysis of medical terms as they pertain to anatomy, physiology, and diseases. The various study methods used will enable the student to analyze medical terms and identify their relationships to specific medical categories.

## **THEOLOGY**

### **EX-TH 406 New Testament Theology of Evangelism (3)**

Through examination of the New Testament

documents, with a special emphasis on the Gospels, the book of Acts, and the preaching of the Apostles, this course is designed to challenge the student to understand the theological basis for the biblical practice of evangelism. Discussion will also include methodology that may assist the local church and the laity to engage in doing evangelism.

### **EX-TH 409 Practical Theology of Worship (3)**

This course has a two-fold emphasis: 1) how

one crafts and delivers a sermon to a congregation and 2) the elements that go into developing and leading worship. The student will be given hermeneutical tools for the development of sermons and opportunity to preach as part of the class. There will also be discussion of the tools (technological, arts, and others) currently available and the creativity needed for those who lead worship

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## ADMINISTRATION

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### **Hoxie, Hal. M.S. — President**

B.S., Eastern Oregon State College, LaGrande, Oregon, 1982; M.S. University of Northern Colorado, Greeley, Colorado, 1994; Air Command and Staff College, Maxwell Air Force Base, Montgomery, Alabama, 1995; M.S. Marine Corps War College, Quantico, Virginia, 2005.  
*Central Christian College, 2010-*

### **Favara, Leonard, F. Ph.D. — Vice President of Academics**

A.A., Central Christian College, McPherson, Kansas, 1989; B.S., Central Christian College, McPherson, Kansas, 1991; M.S., Kansas State University, Manhattan, Kansas, 2003; Ph.D., Northcentral University, Prescott, Arizona, 2009.  
*Central Christian College, 1992-93, 2000-*

### **Ferrell, J. David. Ed.D. — Vice**

### **President of Finance & Admissions**

A.A., Central Christian College, McPherson, Kansas, 1975; B.S., Greenville College, Greenville, Illinois, 1977; M.B.A., Southern Illinois University, Edwardsville, Illinois, 1983; Ed.D., University of Kansas, Lawrence, Kansas, 1997.  
*Central Christian College, 1982-*

### **Hawkins, Calvin H. Ph.D — Director of Advancement**

A.A., Central Christian College, McPherson, Kansas, 1965; B.S., Emporia State University, Emporia, Kansas, 1967; M.S., Emporia State University, Emporia, Kansas, 1969; Ph.D., University of Northern Colorado, Greeley, Colorado, 1975.  
*Central Christian College, 1967-80, 1996-*

### **Kroeker, Dean. Ed.D. — Dean of Adult and Distance Education**

B.S., Biola University, La Mirada, California, 1993; M.A., National University, San Diego, California., 1998; Ed.D., Pepperdine University, Malibu, California, 2004.  
*Central Christian College, 2008-*

### **Smith, Christopher M. M.Ed. — Dean of Student Development**

B.S. Greenville College, Greenville, Illinois, 1996; M.Ed. Azusa Pacific University, Azusa, California, 2004.  
*Central Christian College 2006 –*

### **Wyatt, Richard. D. B.S.W. — Director of Admissions & Financial Aid**

B.S.W., Oral Roberts University, Tulsa, Oklahoma 1993.  
*Central Christian College, 2009 –*

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## SPE FACULTY

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### **Allen, Ronald F., Ph.D., – Facilitator; Management, Apologetics, Ethics, Bible**

B.S., Emporia State University, Emporia, Kansas 1969; M.S., Emporia State University, Emporia, Kansas 1971; Ph.D., Kansas State University, Manhattan, Kansas 1988.  
*Central Christian College, 2004-*

### **Anderson, Larry D. (Rev.), D. Th. – Facilitator; Ministry and Theology**

A.A., Central Christian College, McPherson, Kansas 1974; B.A., Seattle Pacific University, Seattle, Washington 1976; M.A. Fuller Seminary, Pasadena, California 1984; Th.M., Fuller Seminary, Pasadena, California 1997; D.Th., University of Zululand, South Africa 2011.  
*Central Christian College, 1996-*

### **Ballew, Jean, M.S.Ed.—Facilitator; Social Science**

B.A., Eastern Nazarene College, Quincy, MA, 1977; M.S.Ed., Indiana University, Indianapolis, IN, 1995; Ph.D., Kansas State University, Manhattan, KS (in process)  
*Central Christian College-2011*

### **Beavers, Gerald, M.S.—Facilitator; Criminal Justice**

B.S. University of Louisville, 1976; M.S., University of Louisville, 1985  
*Central Christian College-2012-*

### **Book-Satterlee, Kevin, M.A., M.L. Facilitator: Leadership, Theology, Biblical Studies, Missionary**

B.A., Azusa Pacific University, 2003, M.A., George Fox Evangelical Seminary, 2010.  
*Central Christian College, 2012-*

### **Bridges, James, M.A.—Facilitator; Criminal Justice**

B.A. University of Saint Mary – Leavenworth, KS, 1996; M.A., Washburn University, Topeka, KS 2010  
*Central Christian College, 2012-*

### **Brown, David, D.W.S – Facilitator; Spiritual Formation, Worship, Biblical Studies**

B.A., Johnson Bible College, Knoxville, TN, 2002, M. A., Hope International University, Fullerton CA, 2003, D.W. S., Robert E. Webber Institute for Worship Studies, Orange Park, Florida, 2007.  
*Central Christian College-*

### **Brown, Hubert L., Ph.D. – Facilitator Group Dynamics, Communications, Strategic Planning, Sociology, Ethics**

B.A., Goshen College, Goshen, Indiana 1971; M.S., Indiana University, Bloomington, Indiana 1975; Ph.D., California Graduate School of Theology, Glendale, California 1988.  
*Central Christian College, 2003-*

### **Bump, Brendon, M.A.--Facilitator; Fitness and Wellness, Nutrition**

B.B., Marshall University, 2007; Ed.M.A., Frostburg State University, 2010.  
*Central Christian College-*

### **Claassen Thrush, Alan, M.Div. – Facilitator; Biblical Literature**

B.A., Messiah College, 2002, Grantham, PA; M.Div., Fuller Theological Seminary, Pasadena, CA, 2006;  
*Central Christian College, 2012-*

### **Deal, Jeff, M.A.—Facilitator; Criminal Justice**

A.A., Hutchinson Community College, Hutchinson, KS, 2003; B.S., Kansas State University, Manhattan, KS, 1991; M.P.A., University of South Dakota, Vermillion, SD, 1993  
*Central Christian College, 2011-*

### **Farris, Jr., Ray, J.D.—Facilitator; Criminal Justice**

B.S., Tennessee Technological University, 1987; D. J., Nashville School of Law, 2000; Supreme Court of Tennessee, 2000  
*Central Christian College, 2011-*

### **Faust, Paul, M.A.--Facilitator; English, Biblical Studies**

B.S., Liberty University, 2004; M.A. Liberty University, 2011.  
*Central Christian College, 2012-*

### **Favara, Leonard F. (Rev.), Ph.D. – Facilitator; Psychology**

A.A., Central College, McPherson, Kansas 1989; B.S., Central Christian College, McPherson, Kansas 1991; M.S., Kansas State University, Manhattan, Kansas 2003; Ph. D., North Central University, Prescott, Arizona 2009.  
*Central Christian College, 1992-93, 2000-*

**Flint, Wendy, Ph. D., M.B.A., M.P.A.—Facilitator; English Composition**

B.A., Mary L. Hurst University, 1996; M.P.A., Washington State University, 1998; Ph.D., Capella University, 2004; M.B.A., Capella University, 2008.  
*Central Christian College, 2011-*

**Forbes, Jerree, Ed.D.,--Facilitator; Organizational development and planning, health care**

A.A., Hutchinson Community College, 1981, 1983; E.M.S., Barton CO Community College 1985; B.S.B., Friends University, 1988; M.A., Friends University, 1990; Ed.D., Nova Southeastern University, 2006.  
*Central Christian College, 2012-*

**Frankenfeld, Angelia, M.A. – Facilitator; Statistics**

B.A., Spring Arbor University, Spring Arbor, Michigan 1993; M.A., Spring Arbor University, Spring Arbor, Michigan 1998.  
*Central Christian College, 2011-*

**Fuller, Roger D., D.M. – Facilitator; Communications, Management**

B.S., Oklahoma State University, Stillwater, Oklahoma 1986; M.S., Friends University, Wichita, Kansas 2002; D.M., University of Phoenix, Wichita, Kansas 2006.  
*Central Christian College, 2006-*

**Gipson, Brett, J.D.—Facilitator; Criminal Justice**

B.S., Middle Tennessee State University, 1995; J.D., Nashville School of Law, 2004  
*Central Christian College, 2012-*

**Grossman, Greg, D.B.A.,--Facilitator; Human Resource Management, Leadership Development, Applied Statistics, Strategic Management**

B.B.A., Campbell University, Buies Creek, NC, 1997; M.B.A., Cameron University, Lawton, OK, 2001; D.B.A., Northcentral University, Prescott, AZ.  
*Central Christian College, 2012-*

**Haggerty, Sarah, M.Ed.,--Facilitator; Intro to Information Processing**

B.S., Sterling College, Sterling, KS, 1984; M.Ed. Kansas State University, Manhattan, KS, 1994.  
*Central Christian College, 2010-*

**Hendricks, J. Kade, M.P.A.— Facilitator; Criminal Justice**

A.A., Utah Valley University, Orem, UT, 2005; B.S., Southern Utah University, Cedar City, UT, 2007; M.P.A., Southern Utah University, Cedar City, UT, 2008  
*Central Christian College, 2012-*

**Hoodman, Kyle, M.Ed.—Facilitator English Composition I**

A.A., Orange Coast College, 2002; B.A. California State University, Long Beach, CA, 2004; M.Ed., Biola University, LaMarada, CA, 2010  
*Central Christian College, 2011-*

**Hoxie, Hal V., M.S. – Facilitator; Statistics**

B.S., Eastern Oregon State College, LaGrande, Oregon, 1982; M.S. University of Northern Colorado, Greeley, Colorado, 1994; Air Command and Staff College, Maxwell Air Force Base, Montgomery, Alabama, 1995; M.S. Marine Corps War College, Quantico, Virginia, 2005.  
*Central Christian College, 2010-*

**Jackson, Robin, Ph.D. –Facilitator; Science, Mathematics**

B.A., Bethel College, North Newton, Kansas, 1975; M.S., Emporia State University, Emporia, KS, 2002; Ph.D.,

**Jones, Michael, M.A., M.S.— Facilitator; Criminal Justice**

M.S., Bellevue University, 1998; M.A. and M.S., Bellevue University, 2002  
*Central Christian College, 2012-*

**Jones, Russell, M.Div.—Facilitator; Biblical Studies**

B.S., University of Missouri, Columbia, MO, 1982; M.Div., Saint Paul School of Theology, Kansas City, MO, 1990  
*Central Christian College, 2011-*

**Josephs, Damion, M.B.A. – Facilitator; Management, Leadership, Organization**

B.S., Central Christian College, McPherson, Kansas 2005; M.B.A., Kansas Wesleyan University, Salina, Kansas 2007; D.O.M., Capella University, Minneapolis, Minnesota (in process)  
*Central Christian College, 2010-*

**Kaufman, Jacob M.A.—Facilitator; Fine Arts-Music**

A.A., Central Christian College, McPherson, KS, 2001; B.S., Central Christian College, McPherson, KS, 2004; M.A.C.T., Bethel Seminary, St. Paul, Minnesota; D.W.S., Robert Webber Institute of Worship Studies, Orange Park, FL, Forthcoming  
*Central Christian College, 2005-*

**Kroeker, Cheyenne, M.F.T., -- Facilitator; Psychology, Sociology, Biblical Studies**

A.A., Orange Coast College, Costa Mesa, CA, 1996; B.A., Biola University, La Mirada, CA, 1999; M.F.T., Hope International University, 2009  
*Central Christian College, 2011-*

**Kroeker, Dean, Ed.D. – Facilitator; Group Dynamics, Organizational Behavior, Leadership, Research & Statistics**

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-*

**Landis, David R., M.Ed. – Facilitator Leadership**

B.A., Lafayette College, Easton, Pennsylvania 1962; M. ED., Western State College, Gunnison, Colorado 1984.  
*Central Christian College, 2007-*

**Leatherman, Jodi, M.B.A. – Facilitator; Sociology**

A.A, Highland Community College, Highland, KS, 1999; B.A., Baker University, Baldwin, KS, 2001; M.B.A., Northwest Missouri State University, Maryville, MO, 2005  
*Central Christian College, 2011-*

**Lorenz, Glenn, (Rev)., D. Min. – Facilitator; Ministry and Theology**

B.A., San Jose State University, San Jose, California 1993; M.Div., Asbury Theological Seminary, Wilmore, Kentucky 1999; D.Min., Asbury Theological Seminary, Wilmore, Kentucky 2005.  
*Central Christian College, 2010-*

**Lorenz, Wendy T., M.A. – Facilitator; Spiritual Formation, Organizational Behavior**

B.A., Spring Arbor University, Spring Arbor, Michigan 1993; M.A., Asbury Theological Seminary, Wilmore, Kentucky 1999.  
*Central Christian College, 2011-*

**Mackey, Ryan, (Friar), M.A.,-- Facilitator; Music**

A.A., Central Christian College, McPherson, KS, 1999; B.S., McPherson College, McPherson, KS, 2001, 2004; M.A., Friends University, Wichita, KS, 0000  
*Central Christian College, 2006-*

**Martin, Kim L., M.S. – Facilitator; Communications, Management, Leadership, Ethics**

B.S., Park College, Parkville, Missouri 1988; M.S., Friends University, Wichita, Kansas 1996.  
*Central Christian College, 2001-*

**McHenry, Christin C., M.A. – Facilitator; Social Problems**

B.A., University of California, Los Angeles, California 1996; M.A., Graduate Institute of Applied Linguistics, Dallas, Texas 2003.  
*Central Christian College, 2011-*

**Nelson, Mary, M.S.—Facilitator; Criminal Justice**

B.S., Fort Hays State University; M.S., Eastern Kentucky University; M.S., Wichita State University  
*Central Christian College, 2011-*

**Nitsch, Richard, Ph.D.—Facilitator;  
Criminal Justice**

B.S., Emporia State University, Emporia, KS, 1976; M.A., Kansas State University, Manhattan, KS, 1988; Ph.D., Arizona State University, Tempe, AZ, 1999  
*Central Christian College, 2012-*

**Painter, Vincent O., M.A. –  
Facilitator; Managerial Marketing**

B.S., Friends University, Wichita, Kansas 1987; M.A., Webster University, Wichita, Kansas 1993.  
*Central Christian College, 2009-*

**Peters, Charles L., M.Div. –  
Facilitator; Pastoral Counseling**

B.A., Greenville College, Greenville, Illinois 1979; M.Div., Western Evangelical Seminary, Portland, Oregon 1981.  
*Central Christian College, 2008-*

**Rardon, Janell, M.A.—Facilitator;  
Psychology, English**

B.A., James Madison University, Harrisonburg, VA, 1981; M.A., Liberty University, Lynchburg, VA, 2012  
*Central Christian College, 2011-*

**Robertson, Tim, M.Div.—Facilitator;  
Adult Development and Life  
Assessment**

B.A., Biola University, La Mirada, CA, 1974; M.Div., Denver Seminary, Denver, CO, 1977  
*Central Christian College, 2011-*

**Shugart, Suzanne, M.Div.—  
Facilitator; Ministry & Theology**

B.B.M., Central Christian College, McPherson, KS, 2001; M. Div., Nazarene Theological Seminary, Kansas City, MO, 2011  
*Central Christian College, 2010*

**Smedley, Ron, M.S.—Facilitator;  
Leadership, Organizational  
Management**

B.A., Biola University, La Mirada, CA, 1979; M.S., California State University, Long Beach, CA, 1981  
*Central Christian College, 2012-*

**Smidderks, Dean H., M.Div. –  
Facilitator; Old Testament Literature**

B.A., Seattle Pacific University, Seattle, Washington 1956; M.Div., Asbury Theological Seminary, Wilmore, Kentucky 1959.  
*Central Christian College, 2004-*

**Smith, Kenneth, M.A., J.A., FBI—  
Facilitator; Criminal Justice**

B.S., Park University, 2006; M.B.A., Benedictine College, 2007; FBI/LEEDA, 2007; FBINA, 2008  
*Central Christian College, 2012-*

**Thomas, Reid, D.Min.—Facilitator;  
Theology, Biblical Studies, Church  
Administration**

B.A., Houghton College, 1987; M.Div., Asbury Theological Seminary, 1991; D.Min., Asbury Theological Seminary, 2005  
*Central Christian College, 2012-*

**Vallier, Daniel, M.A.,--Facilitator;  
Christian Counseling, Leadership and  
Administration**

B.A., Toccoa Falls College, Toccoa Falls, GA, 1981; M.A., Logos Christian College & Graduate School, 2005  
*Central Christian College, 2012-*

**Voth, Amanda, J.D.—Facilitator;  
Criminal Justice**

B.A., Bethel College, North Newton, KS, 2003; J.D., University of Kansas School of Law, Lawrence, KS, 2007  
*Central Christian College, 2012-*

**Walker, Richard, Judge,--Facilitator;  
Ethics in Criminal Justice, Law**

B.A., Bethel College, North Newton, KS, 1970; J.D., University of Kansas School of Law, 1973  
*Central Christian College, 2011-*

**Wallace, Sean; M.A.—Facilitator;  
Statistics in Criminal Justice, Police  
Administration**

B.A., Wichita State University, Wichita, KS; M.A.; Wichita State University, Wichita, KS  
*Central Christian College, 2012-*

**Wyatt, Rick, B.S.W. – Facilitator;  
Communication, Group Dynamics,  
Strategic Planning**

B.S.W., Oral Roberts University, Tulsa, Oklahoma 1973; M.A., Oral Roberts University, Tulsa, Oklahoma (in process)  
*Central Christian College, 2010-*

## SPE STAFF

---

Bayless, Steve – Criminal Justice  
Advisor/Recruiter  
*Central Christian College, 2011-*

Burge, Dale —Director of Finance  
*Wessington Springs College, 1966-68*  
*Central Christian College, 1976-*

Burgeson, Jerilyn – Archives Assistant  
*Central Christian College, 2011-*

Childress, Aaron –Web Management,  
CampusVue  
*Central Christian College, 2011-*

Edwards, Richard —Director of Facilities  
Management  
*Central Christian College, 1989-*

Favara, Dea — Mailroom Supervisor  
*Central Christian College, 1992-93, 2000-2010,*  
*2011-*

Reimer, Mike —Financial Aid Director,  
Women’s Soccer Coach  
*Central Christian College, 1994-*

Romero, Lyndsi —Financial Aid Office  
Manager  
*Central Christian College, 2004-*

Rostine, Karla —Maintenance  
Department Administrative Assistant  
*Central Christian College, 2006-*

Ferrell, John – Archives  
*Central Christian College,*

Fithian, Carol —Student Accounts,  
Faculty/Staff Payroll  
*Central Christian College, 1978-*

Mart, Justin –Professional Education  
Recruiter  
*Central Christian College, 2011-*

Moore, LeAnn – Accounts Payable/Cash  
Receipts  
*Central Christian College, 2009-*

Nelson, Carolyn —Administrative  
Secretary to the President  
*Central Christian College, 1997-*

Odermann, Jeff — Publications  
*Central Christian College, 1993-*

Schimke, Beth – Admissions Counselor  
*Central Christian College, 2010-*

Seller, Marc – Administrative Assistant,  
Institutional Research  
*Central Christian College, 2011-*

Shaw, Dennis – Professional Education,  
Criminal Justice Recruiter  
*Central Christian College, 2011-*

Olsen, Andy —Director of Financial Aid  
for School of Professional Education  
*Central Christian College, 1999-*

Peters, Colleen — Office Assistant  
*Central Christian College, 1994-*

Quastad, Lanita —Director of College &  
Alumni Relations, International Student  
Coordinator  
*Central Christian College, 2004-*

Quastad, Paula —Manager of  
Professional Education Operations  
*Central Christian College, 2001-*

Reeves, Jacob – Grounds Supervisor  
*Central Christian College, 2010-*

Vanderhoof, Doug — Computer and  
Network Systems Administrator  
*Central Christian College, 2006-*

Wyatt, Carla — Online Operations  
Manager  
*Central Christian College, 2010-*

## BOARD OF TRUSTEES

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