Central Christian College of Kansas
2019-2020 Catalog

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Central Christian College of Kansas
2018-2019 Catalog

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

It is my sincere privilege to welcome you to Central Christian College of Kansas. We know that there are many different options out there, but we believe that very few provide you with the impactful educational experience that CCCK is uniquely equipped to provide.

I speak from experience!

My journey with CCCK started as a student. At the time, I had no clue what I was in for. Little did I know that God was about to use the incredible experiences and folks here at CCCK, to do an awesome work in me. Now, it is my opportunity to lead this team as we remain steadfast to our mission, providing a Christ-Centered Education for Character.

This means that every part of your experience here is designed to help you explore the development of character through the lens of Christian worldview. So, whether you are sitting in class, participating in a sport or club, responding to an online past, watching a game or performance, eating in the dining hall, attending a Zoom Session, hanging out in the dorms, scrolling virtually, or just walking the campus – you will be challenged to develop academically, spiritually, socially, emotionally, and physically.

Everywhere you turn you will find faculty, staff, coaches, friends, and family – all ready to challenge and educate you! You will discover professionals with the credentials, experience, and heart that will help make your time with Central Christian College not just worthwhile, but life changing.

There is no question about it, Central Christian is a place dedicated to providing you with an incredible college experience. I personally invite you to come and take advantage of the tremendous opportunity to grow and develop into the person God wants you to be—we promise we will surround you in Christian love and challenge you to stretch yourself to new limits.

Hope to see you soon.

God Bless You,

Leonard F. Favara
President
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INTRODUCTION

Our 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 the College 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 of Kansas is dedicated to providing a Christ-centered education for character.

Our Vision
In humble response to God’s direction and provision, Central Christian College seeks to be a premier global educational institution focused on providing a Christ Centered Education for Character to any person desiring to become a faithful steward of mind, heart, body, and soul.

Our Outcomes
The Fit Four Model represents the outcomes Central Christian College of Kansas uses as a gauge relative to the fulfillment of its mission. These four character outcomes serve as the virtues toward which the College presumes every student should demonstrate progress during his or her interaction with the College. It expresses a comprehensive approach to the educational experience. While it appreciates the discussion about the integration of faith and learning, it assumes that faith and learning need not be considered as two elements requiring integration. Rather, it recognizes that faith development, properly understood, is an outcome of the pursuit of truth through learning. Therefore, the role of the College is to amplify truth, as it presents itself through the arts and sciences, providing the foundation upon which a Christ-centered character can be formed.

- FIT HEARTS (SOCIALLY RESPONSIBLE: CULTURAL & RELATIONAL)
  We believe students graduating from Central Christian College should demonstrate an ability to engage and connect with those from diverse cultures, backgrounds and worldviews. This dimension represents the dispositional effect of character. It should be illustrated by students engaged in hospitality, social justice, and civil discourse.

- FIT SOULS (SPIRITUALLY RESPONSIVE: SPIRITUAL & ENVIRONMENTAL)
  We believe students graduating from Central Christian College should demonstrate an appreciation for the Lordship of Jesus Christ. This dimension represents the spiritual effect of character. It should be illustrated by students who are engaged in spiritual formation and stewardship.

- FIT MINDS (RATIONALLY COMPETENT: INTELLECTUAL & PSYCHOLOGICAL)
  We believe students graduating from Central Christian College should demonstrate intellectual and psychological health. This dimension represents the cognitive effect of character. It should be illustrated by students who demonstrate a positive self-image and who possess the needed skills to engage in critical thinking and discovery.

- FIT BODIES (PROFESSIONALLY ASTUTE: PHYSICAL & VOCATIONAL)
  We believe students graduating from Central Christian College should demonstrate a commitment to a responsible and healthy lifestyle. This dimension represents the somatic effect of character. It should be illustrated by students who employ the necessary skills to enhance wellness and skill development.

OUR 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 College 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.

- **We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit.**

- **We believe the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.**

- **We believe that for the salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential.**

- **We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.**

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

- **We believe in the spiritual unity of believers in our Lord Jesus Christ.**

### OUR ACCREDITATION
Central Christian College of Kansas is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312-263-0456; www.ncahigherlearningcommission.org). Specific data concerning the accreditation status of Central Christian College of Kansas can be found at http://www.ncahlc.org/?option=com_directory&Action=ShowBasic&instid=1272.

Until its transition to a four-year college, 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 college 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 Kansas State Department of Education to begin offering Elementary Education and Secondary Education Programs (as approved).

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

Central Christian College of Kansas is recognized by the Kansas State Department of Education to offer Teacher
Preparation for Elementary and Secondary (Math, English, History, and Music), and Physical Education.

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

OUR AFFILIATIONS
- American Association of Collegiate Registrars and Admissions Officers
- Association of Business Administrators of Christian Colleges
- Association of Christian Schools International
- Association of Free Methodist Educational Institutions
- Center for Urban Studies
- Christian Council of Colleges and Universities
- Christian Adult Higher Education Association
- Council for Advancement and Support of Education (CASE)
- Education First
- Fellowship of Christian Police Officers
- Free Methodist Church – USA
- Free Methodist Foundation
- Higher Learning Commission (North Central Association of Colleges and Schools)
- InVest Program (Insurance)
- Jerusalem University College
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Department of Education
- Kansas Association of Insurance Agents (KAIA)
- McPherson Airport
- McPherson Chamber of Commerce
- McPherson Main Street
- McPherson Ministerial Alliance
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Christian College Athletic Association
- National Alliance of Concurrent Enrollment Partnerships
- The Kansas Independent College Association and Fund
- United States Office of Education for Administering Federal Programs
CONSUMER INFORMATION
Prospective and current students can locate important information about Central Christian College of Kansas on the College website at http://www.centralchristian.edu/consumer-information. This page includes links to information and disclosures concerning enrollment at CCCK.

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

NOTICE OF NON-DISCRIMINATION
Notice of Nondiscrimination:

- It is the intent of Central Christian College of Kansas, through its policy on equal opportunity, to comply with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Executive Order 11246, Section 504, of the Rehabilitation Act of 1973; and all related regulations.
- Central Christian College of Kansas, in compliance with these acts, does not discriminate on the basis of race, color, national origin, sex, age or 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 Chief Academic Officer, 1200 S Main, McPherson, Kansas 67460 (620-241-0723, ext. 320).

Nondiscrimination Policy in Employment:

- It is the policy of Central Christian College of Kansas to afford equal employment opportunity without regard to an individual’s race, color, sex, national origin, 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, 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 2011 Book of Discipline, paragraph 4810+, consistent with the history, theology, mission and character of the Free Methodist Church. Employees of Central Christian College of Kansas are expected to adhere to these policies and to abide by the lifestyle expectations associated with the Book of Discipline as guidelines for Christian living. These guidelines are taken into consideration during the hiring process. For an online copy of the most recent Free Methodist Book of Discipline, visit www.fmcna.org.

FREEDOM OF EXPRESSION
Members of the Central Christian College community, including students and invited guests, are granted the privilege to write about or discuss any subject of intellectual inquiry without fear of censorship, discipline, or intimidation. This freedom does not provide the right to individuals to say anything that one wants without regard. Civility and respect are foundational components of freedom of expression. A hostile environment limits the expression of ideas and therefore undermines the diverse expression of opinion. Faculty members of the College provide a safe environment where, as members of a learning community, the entire college community can engage ideas through scholarly investigation and inquiry. Student performance is assessed solely on the fulfillment of learning outcomes as prescribed in course syllabi. Opinions shared in class, classroom conduct, or matters not related to academic performance are not used as a basis for assessing student performance.

ACCESSIBILITY
Due to the historic nature of the campus and its facilities, not all spaces are physically accessible to handicapped persons. However, the College is committed to removing any and all barriers to provide accessibility and achievement of educational goals. Central Christian College of Kansas 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 of Kansas may meet this standard through such means as reassignment of classes or other services to accessible locations redesign of equipment, assignment of aids, alteration of existing facilities, and construction of new accessible facilities. Central Christian College of Kansas is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

In 1974, the Family Educational Rights and Privacy Act (FERPA) was passed to provide families and eligible students (over 18) the right to view their own educational records, the right to request that educational records be amended, and protection of the privacy of educational records. FERPA is administered by the Family Policy Compliance Office (FPCO), and applies to all schools that receive funding through the U.S. Department of Education. Central Christian College of Kansas complies with the mandates of FERPA. Eligible students have the right to file complaints with the FPCO for alleged failure of the College to comply with FERPA. (Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520)

**ACCESS TO EDUCATIONAL RECORDS**

Students, and when designated, their legal representative, may request access to educational records, as stipulated by FERPA. The College is not obligated to immediately provide these documents if the procurement of said records represents a significant impediment to normal operational demands. In such cases, the College will attempt to provide copies of records in a timely manner. The College will assess a fee of $.50/copy and payment will be required before records are released. When the copying of a record may compromise the privacy of another student or faculty member, the Provost, in consultation with the College Attorney, will determine the appropriate release of records.

The College may deny access to the following records:

- Parent/Spouse Financial Statements
- Letters of Recommendation, if instructed to do so by the student
- Records filed prior to January 1, 1975
- Records associated with denial of admittance to Central Christian College of Kansas
- Records that are not defined as educational records by FERPA.

**AMENDMENT OF EDUCATIONAL RECORDS**

Eligible students have the right under FERPA to request an amendment to their educational records. Central Christian College of Kansas is required to consider such a request. In those cases in which the College does not grant the request, the student has the right to request a formal hearing. If the hearing does not result in an amended record, the student has the right to attach a statement to the record in question. The student’s statement will remain with the record as long as it is maintained by the College.

**DISCLOSURE OF EDUCATIONAL RECORDS**

Central Christian College of Kansas does not disclose personally identifiable educational records to third parties without the student’s written consent, except when allowed under FERPA. These exceptions include, but are not limited to:

- To school officials with a legitimate educational interest in the records. A school official is defined as someone employed by Central Christian College of Kansas in an administrative, supervisory, academic, research or support staff position; a member of the College’s Board of Trustees or the Kansas State department of Education; or a person employed by or under contract to the College to perform a special task, such as an attorney, auditor or collection agency. A school official has a legitimate educational interest if that official is performing a task that is specified in his/her position description (or by a contract agreement) or is related to a student’s education or to the discipline of a student. The official may also be providing a service or benefit to the student or student’s family, such as health care, counseling, job placement or financial aid.
- To officials of another school in which a student seeks enrollment. In such cases, the College may forward educational records to other educational institutions when a student seeks to enroll or is enrolled.
- To officials of the U.S. Department of Education, the Comptroller General and state and local educational authorities, in connection with certain state or federally supported education programs.
- In connection with a student’s request for financial aid (to determine the student’s eligibility or the amount/conditions of aid, or to enforce terms or conditions of the aid).
- If disclosure is required by a state law adopted before FERPA (November 19, 1974), which therefore supersedes FERPA.
• To organizations conducting certain studies on behalf of the College.
• To accrediting organizations to carry out their functions.
• To parents who claim the student as a dependent for income tax purposes.
• To a parent, partner or individual holding Power of Attorney that authorizes access to education records.
• Requests associated with the Solomon Amendment, made by authorized military recruiters.
• To comply with a judicial order or lawfully issued subpoena. The College makes a reasonable effort to notify the student of the order or subpoena in advance of compliance.
• To appropriate parties in a health or safety emergency.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student’s records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when the College may object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from educational records, and track student participation in education and other programs by linking such PII to other personal information obtained from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

**DIRECTORY INFORMATION**

Central Christian College hereby designates the following categories of student information as public or "Directory Information." Subject to the qualifications and exceptions set forth below, such information may be disclosed by the institution for any purpose, at its discretion.

**Category I** Name, address, telephone number, dates of attendance, class, place of birth, enrollment status, campus email, and photograph

**Category II** Previous institution(s) attended, field of study, awards, honors (including Dean's List), and degree conferred (including dates).

**Category III** Past and present participation in officially recognized sports and activities, height and weight of athletes, date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, the student must see that written notification is received prior to September 15 in the office of the registrar at Central Christian College, McPherson, Kansas. Forms requesting the withholding of "Directory Information" are available in the registrar's office.

Failure to specifically request the withholding of categories of "Directory Information" constitutes individual approval for disclosure. If students direct the institution not to release any or all of this "Directory Information," any future requests for such information from non-institutional persons or organizations will be refused (subject to applicable time limits on non-disclosure directions).

The institution will honor requests to withhold any of the categories listed, but, if it receives a request for such information, cannot assume responsibility to contact student for subsequent permission to release it. The institution assumes no liability for the consequences of honoring instructions to withhold information. The College also shall not be required to begin disclosing information after any applicable non-disclosure time limit expires, unless student delivers to the institution a written request to begin making such disclosures.

The student should consider the consequences of restricting use of Student Directory information, as it may impact the ability of the College to report enrollment at the institution. Therefore impacting how the student is represented to future employees, graduate programs, and other colleges. Restriction of Student Directory information can also impact how the student is represented in press releases, programs, and recommendations.

An official copy of the transcript is maintained permanently in the Office of the Registrar. All other records are
COPYRIGHT
Works created as part of a College course or degree program remain the property of the student. However, by enrolling in the College, students grant to Central Christian College of Kansas and its administration, faculty and staff, a license and permission to use their work for research and educational purposes which includes, but is not limited to, institutional and academic research projects, program review, and assignment exemplars.

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

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

Additionally, Central Christian College of Kansas prohibits the sale of student work as a violation of the Code of Conduct.

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

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

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

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

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

DRUG FREE ENVIRONMENT
Central Christian College of Kansas provides the following information in compliance with the Drug-Free Schools and Communities Act of 1989, and in support of the College’s commitment to assist its students and employees in engaging in safe and healthy conduct, in keeping with the Fit Four Model and a Christ Centered Education for Character.

Central Christian College of Kansas, as a Free Methodist affiliated institution, adheres to the covenantal and constitutional guidelines as outlined in the Book of Discipline of the Free Methodist Church, USA. Employees of the College are expected to adhere to these policies and to abide by the lifestyle expectations articulated in the Book of Discipline. A copy of the discipline can be found in the Office of the President. All employees are required to affirm adherence to this policy as part of the employment process.

It is the policy of Central Christian College of Kansas that the unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited in buildings, facilities or grounds controlled by the College (hereinafter referred to as "workplace"). Any officer or employee of the College, including faculty, other unclassified personnel, support staff, or student employees, found to be illegally manufacturing, distributing, dispensing, possessing or using controlled substances at the workplace shall be subject to disciplinary action. Officers and employees are reminded that illegal manufacture, distribution, dispensing, possessing or use of controlled substances may subject individuals to criminal prosecution.
Central Christian College prohibits the manufacture, possession, use, distribution, sale, or purchase of illicit drugs and alcohol by students and employees (regardless of age) on College property or as part of any College activities. Employees of the College are prohibited from serving or allowing students to manufacture, possess, use, distribute, sell, or purchase illicit drugs or alcohol, regardless of location.

As a condition of employment, all employees of Central Christian College of Kansas shall abide by the terms of this policy statement and will notify the College of any criminal drug conviction for a violation occurring in the workplace no later than five days after such conviction. Central Christian College of Kansas will, in turn, notify as appropriate, the applicable federal agency of the conviction within ten days of its receipt of notification of the conviction. For purposes of this policy, "conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

The term "controlled substances" as used in this policy means those substances included in Schedule I through V of section 202 of the Controlled Substances Act and as further defined by regulation at 21 CFR 1300.11 through 1300.15. A listing of controlled substances will be maintained in the office of the Vice President of Enrollment (or designee). The term does not include the use of a controlled substance pursuant to a valid prescription or other uses authorized by law. Any definition of a "legal substance" or "legal use" may be further clarified or sanctioned by the College, beyond terms used by Federal or State agencies, including abuse of substances that an individual is legally entitled to possess or use.

The Colleges reviews this policy on an annual basis to assess its effectiveness and ensure that disciplinary sanctions are consistently enforced. Modifications in the policy are implemented based on this assessment. The last review occurred on June 27, 2016.

DRUG AWARENESS PROGRAM
The Central Christian College of Kansas Drug Awareness Program includes but is not limited to the following:

1. Drug-Free Workplace Policy statement (above) - This policy is reviewed as part of the initial employment process and remains available in the Policy and Procedures Manual. Student related policies are available in the Student Handbook.
2. Special programs - Educational programs on drug awareness and substance abuse will be presented on a periodic basis to inform employees of the dangers of drug abuse in the workplace and promote a drug-free work environment and workplace.
3. Counseling Services – The Student Development Office and Campus Ministries Office is a resource available to all employees for drug awareness and substance abuse counseling, information, and programs. Employees are encouraged to use this resource to assure a drug-free environment and workplace.
4. Reasonable Suspicion – The College reserves the right to require an employee to submit to an alcohol or drug test whenever it is reasonable to suspect a violation of the free drug and alcohol workplace policy. The appropriate Reasonable Suspicion form is on file in the office of the Vice President of Enrollment (or designee).
5. Penalties for policy violation - In accordance with College disciplinary policies and practices, when an employee is found in violation of this policy he or she may be subject to penalties up to and including termination. Employees may also be required to satisfactorily participate, at their expense, in a substance abuse or rehabilitation program before being allowed to return to work. Appropriate action will be taken within 30 days of notice to the College of a conviction or violation of the statement on drug-free workplace.

POSSIBLE SANCTIONS
Legal sanctions under federal, state, and local law for the unlawful possession or distribution of illicit drugs and alcohol are severe. Such sanctions include substantial fines, imprisonment, loss of driving privileges, and loss of federal financial aid.

Penalties for violations of drug and alcohol under federal law for unlawful possession of a controlled substance in violation of 21 U.S.C. §844(a), include:

- **First Conviction**: term of imprisonment of not more than 1 year, a minimum fine of $1,000, or both.
- **Second Conviction**: At least 15 days in prison but not more than 2 years, minimum fine of $2,500 but not more than $250,000 for an individual, or both.
- **After two convictions**: At least 90 days in prison but not more than 3 years, minimum fine of $5,000 but not more than $250,000 for an individual, or both.

For more information about maximum penalties for violation of the Federal Controlled Substances Act and Related Laws, see [http://www.fas.org/sgp/crs/misc/RL30722.pdf](http://www.fas.org/sgp/crs/misc/RL30722.pdf). Unlawful distribution of a controlled substance to an individual without that individual’s knowledge with the intent to
commit a crime of violence, including rape is punishable by up to 20 years of imprisonment; a maximum fine of $250,000. 21 U.S.C. §841(b)(7).

Unlawful distribution of a controlled substance, possession with intent to distribute, or manufacturing a controlled substance in, on or within 1000 feet of a public college or university is punishable by not less than 1 year of imprisonment and twice the maximum penalty provided by law. For second convictions, the mandatory minimum term of imprisonment is 3 years and three times the maximum punishment provided by law. 21 U.S.C. §860.

Penalties for drug traffickers and possessors also include loss of federal benefits, including student loans and federal financial assistance, and civil penalties up to $10,000 for each violation. 21 U.S.C. §862 and 21 U.S.C. §844a(a).

**DRUGS – STATE LAW PENALTIES**
Under Kansas law, the penalties for the unlawful possession or distribution of drugs are based on the quantity of drug, type of drug, and criminal history of the defendant. See K.S.A. 2012 Supp. 21-5706. Maximum penalties range from fines of $100,000 to $500,000 and imprisonment from 10 months to 17 years.

**ALCOHOL – RELATED PENALTIES UNDER STATE LAW**
It is illegal under Kansas law and local ordinances for persons under 21 years of age to possess, consume, obtain, purchase or attempt to obtain alcoholic liquor or cereal malt beverages. Maximum penalties include a fine up to $500 dollars (a mandatory minimum fine of $200 for persons 18 and 21 years of age); completion of 40 hours of public service; completion of a community-based alcohol and drug educational or training program with costs assessed to the offender; and mandatory suspension of driving privileges for 30 days for a first conviction; 90 days for a second conviction; and 1 year for a third or subsequent conviction.

Penalties for Driving Under the Influence (DUI) are outlined at:

Local city ordinances for drug and alcohol offenses impose sanctions similar in severity to state law.

**COLLEGE SANCTIONS**
Employees of the college who violate the terms of this policy will be reported to the appropriate officials and will be subject to the following possible sanctions:

1. Short-term suspension with pay;
2. Short-term suspension without pay;
3. Long-term suspension without pay;
4. Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program.
5. Termination of employment.

Before the imposition of sanctions under this policy, employees will be afforded all due process rights to which they are entitled under their contracts. Nothing in this policy is intended to diminish the right of the College to take any other disciplinary action which is provided for in College Policies.

If an employee is to participate in a drug education or rehabilitation program, the cost of such program will be the responsibility of the employee.

Student sanctions are addressed in the Student Handbook.

**HEALTH RISKS**
The consumption of alcohol poses several health risks including impaired judgment, impaired coordination, and impaired attention which may lead to difficulty in safely navigating one’s environment or difficulty in safely operating a motor vehicle. Consuming alcohol may alter a person’s ability to learn or retain information, or negatively impact academic, occupational, or social functioning. At low doses, alcohol causes disinhibition and mood lability, increasing risk of inappropriate sexual acts or aggressive behavior. Alcohol depresses the central nervous system and at high doses can cause respiratory depression and death. Repeated use of alcohol can lead to a maladaptive usage pattern referred to as alcohol dependence. Alcohol dependence is marked by increased physiological tolerance of alcohol’s effects and alcohol withdrawal upon sudden cessation of use. Alcohol withdrawal symptoms include autonomic hyperactivity such as anxiety, sweating, and tachycardia; tremors, nausea, vomiting, hallucinations, psychomotor agitation, seizures, and death.

Long-term use of alcohol can cause permanent damage to vital organs, particularly to the brain and the liver.

Illicit drug use poses multiple health risks that can negatively impact academic, occupational, and social functioning. For information on specific adverse effects of a particular drug, please refer to the United States Drug Enforcement Administration list of illicit drugs and associated risks at http://www.justice.gov/dea/druginfo/all_fact_sheets.pdf

**DRUG OR ALCOHOL COUNSELING AND RELATED PROGRAMS**
Drug and alcohol counseling, treatment, and related programs are available through the Student Development Office and through the local McPherson community. For more information about substance abuse assessment
screening and counseling contact the Student Development Office or one of the following resources:

- http://www.drugabuse.gov/
- Central Kansas Foundation (620-241-5550) Hotline: 785-825-6224
- Prairie View (620-245-5000)

### IMAGE & RECORDING RELEASE STATEMENT

Central Christian College of Kansas (CCC) uses photographs, photographic images, names, and audio and video recordings of employees and students for general publicity in publications, public relations, promotions, publicity and advertising. The College does not collect release forms from individuals for the use of images and recordings taken while attending a public event or for general group shots taken while on campus (campus scenes, athletic events, performances, large groups or activities, graduation, etc.)

Individuals should be aware that participation in or around college facilities, properties, College-sponsored events (on and off campus), constitutes consent to the capture and use of images and recordings by CCC, and the individual waives any claims or rights, whether in law or in equity. The College reserves the right to photograph, publish, re-publish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, copyright, distribute, broadcast, display or otherwise use the image, voice and/or likeness and name (including audio and visual recordings made in classes, during any academic, co-curricular or other exercises, activities, lectures and performances, and any transcripts thereof) (collectively, “Recordings”), of any student, employee, visitor, alumnus, or guest, in connection with any products, services, advertising, films, videotapes, websites, streaming and broadcasts in all markets, in all media or technologies, now known or hereafter developed, for the benefit of the College and the College’s products or services, as long as there is no intent to use the image, voice and/or likeness in a disparaging manner. The College may exercise any of these rights itself or through any successors, transferees, licensees, distributors or other parties, commercial or nonprofit.

Individuals who do NOT want to be photographed or recorded, and who submit a written request, are responsible for removing themselves from the area in which image or sound recording is occurring, or notifying the operator of their OPT OUT status. Failure to do so may result in an unknown or unintentional capture of an image or recording. While the College will make every attempt to screen and prevent the use of such images and recordings, the College cannot guarantee total compliance, where subjects do not have an expectation of privacy and provided the image or recording does not violate the privacy of the subject.

Any individual (or the parents or guardians of said individual, if under age 18) who desires to OPT OUT, must submit a written request, to the Student Development Office. The written request is good for one Academic Year (August 1 – July 31) and must be accompanied by a current picture of the individual.

All images and recording taken on behalf of the College remain the property of Central Christian College of Kansas and may be used at the discretion of the College.
Throughout the 134-year history of Central Christian College, the driving force has been the same: Central Christian College is committed to providing quality education from a Christian worldview. In each celebratory moment and during each challenge, the focus continues to be on Christ. As we reflect on the committed Christians who have 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 school to the Methodist Episcopal denomination in 1893. Returned to the Free Methodists in 1897, the school continued to flounder, and at the close of the 1911 academic year the school was ready to close. A wave of problems flooded the school such as few students (some with unpaid bills), unpaid faculty and expenses, small contributions, no principal, no catalog and rundown buildings.

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

A Move to McPherson
The highlight of Lewis’ tenure occurred in 1914. Hampered by location and Orleans’ sagging economy, Lewis and Free Methodist Church leaders moved the school to McPherson,
Kansas, to the former site of Walden College, which was affiliated with the Covenant Church and had merged with North Park University in Illinois. Orleans Seminary purchased the fifteen-acre campus, which boasted just one building, known as Science Hall, for $10,750. Material belongings were transported by railroad from Orleans to McPherson.

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

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

Building, Accreditation and Lean Times

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

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

Stoll held the school together through lean times as Central felt the effects of the Great Depression. Central offered only work scholarships whereby students earned part of their expenses. One student paid for some of her schooling with farm vegetables and chickens. Frugal management also provided that the school operate its own dairy through the early 1940s. (The dairy barn was located in the middle of the current soccer field.) Stoll-era housing also had an innovative flavor; many of the boys lived on the second floor of Science Hall. The gymnasium was located in an army barracks where World War I doughboys trained, so games were played at the McPherson Community Building.

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

Tragedy struck in 1939. A car accident claimed the life of President Stoll. Mrs. Stoll, home economics teacher Ethel Oberholser, and a student survived the crash. Stunned by the loss, Central mourned the death of its beloved leader. The Stolls had made many personal financial sacrifices for Central. Years later, under President Parsons, Central College started paying off its debt to the 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 Central’s first health services department.
Under pressure from the government because of the wartime shortage of doctors, Walters left the Central presidency in 1944 for a full-time medical career. Dean Warren McMullen and Charles Fairbairn, a bishop of the Free Methodist Church, served as active presidents in 1944-1945 until a replacement for Walters could be hired.

**A Brighter Future**

Outgoing and affable, Mendal B. Miller, president from 1945-1953, won high praise for his public relations abilities. Prior to his presidency, Miller taught 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 Central College's future. A respected spiritual leader, he secured ministerial scholarships. During his term, the name Central College was changed to Central College of the Free Methodist Church.

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

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

At the end of the 1963-1964 school year, during the Golden Anniversary of Central College's time in McPherson, the Broadhurst Student Center was dedicated, as well as the Orleans Seminary Bell Monument. The old bell used originally at Orleans Seminary and kept for many years by the Pleasant Hill (Kansas) Free Methodist Church, was mounted on a brick base located between Science Hall and Lewis Hall. It is now located in the clock tower on the Mendel B. Miller Heritage Plaza. The bell and monument were presented to the school by graduates and former students of Orleans Seminary. Dr. Charles H. Watson, former principal of Orleans Seminary and principal at Central Academy during its first two years, had the honor of calling friends together for the annual community dinner by ringing the historic bell.

**Continued Growth**

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

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

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

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

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

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

During Brause's leadership, a capital campaign was completed, raising the funds to construct three new buildings during Harvey Ludwick's tenure: the Lloyd S. Alleman Building in 1985; the Wesley Black Fine Arts Center, including Greer Auditorium, in 1988; and the Briner Library/Reimer Business Center in 1988. Ludwick served as president from 1987-1990. In 19189, under the leadership of Dr. Bruce C. Johnson and Dr. Jerry Alexander, the Bachelor of Science in Ministry was approved by the North Central Association. This marked the first four-year program offered by the College.

From 1990-1996, John A. Martin took the helm of Central College and the momentum continued to expand Central's four-year curriculum. A second bachelor 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 school 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 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 Merril McHenry was instrumental in developing the versatile liberal studies major that led the way for additional majors under Central's newly accredited Bachelor of Science degree in 2000. That same year, the Carnegie Foundation officially recognized Central as a four-year college. In 2001, Central's Professional Education Program began to offer an accelerated program designed for working adults who have previous college credit.

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

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

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

In 2009, Provost Jerry E. Alexander carried the responsibilities of interim president. He brought much experience and knowledge to the position, as he had given more than 45 years of combined service at Wessington Springs College and Academy and at Central Christian College.

**Entrepreneurial Expansion**

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

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

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

The total student population reached 1,000 full time students, a major milestone in the ongoing strategic plan for growth and development. Campus expansion has resulted in the building of a daycare center on campus, ownership of several auxiliary enterprises, expansion of athletic fields, and the completion of the Mendal B. Miller Heritage Plaza on campus. As Central Christian College of Kansas looks into the future, it seeks to uphold the highest standards of excellence in all of its degree programs and activities.

In 2018, Provost Leonard F. Favara stepped into the role of interim president as President Hal Hoxie became CEO of the Butterfield Foundation in Oklahoma City, OK.

**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 College is higher education, but what sets Central Christian College of Kansas apart is her goal to help students find balance in their lives as they build on the foundation of Christ.

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

Lloyd S. Alleman Children’s Center, 1985
This building was recently renovated in 2014 to house Kids Kampus daycare, this facility was originally built to house the two-year technical programs that were a part of the two-year curriculum when Central Christian College of Kansas was primarily a Junior College. Since that time, the building has served a myriad of purposes such as housing the School of Professional Education, the Development office, maintenance shop, vehicle shop, and ground operations. In the summer of 2014, the building was gutted and repurposed for the College’s daycare program.

Wesley Black Fine Arts Center/ Robert Greer Auditorium, 1987
This facility provides space for instruction in music, drama and art. The Robert Greer Auditorium, which seats over 500, is used for college chapels, convocations, concerts, recitals, and theatre performances. A black box theatre, art studio, choir room, keyboard and vocal studios and practice rooms are also included in the Wesley Black Fine Arts Center.

Briner Library/Reimer Business Center, 1988
The first floor houses the Archives Room (maintained by the Central Christian College of Kansas Historical Society) and Briner Library, which provides student access to computers, printers, scanner, copier, and other multimedia technology and also has wireless capability to access the online library catalog and research databases. It also houses the library collection along with the library offices and two classrooms. Flags that represent the nationalities of current and former Central students are located in the lobby.

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

Contemporary Christian Music Center (2003) and The Warehouse (2007)
These buildings house the Contemporary Christian Music program. It includes the main office for the Music Department, two recording studios, classroom space, and CCM offices. The Warehouse is a practice and performance venue for small concerts and the weekly, student-led worship service.

Ed Pyle Sports Complex, 2000
The Ed Pyle Sports Complex includes 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. It houses the Jerry Alexander Arena and Ellis Odermann Court.

Athletic Fields
An athletic field (located at the south end of campus) is home to the soccer field with bleachers for 500 spectators and a newly built three-story press box. A softball field is located at the west end of the athletic field and two tennis courts to the north. The College has an arrangement with the city to use their lighted diamonds for intercollegiate baseball competition.

Art Building (2015)
Converted in 2015, this building now houses space and equipment for ceramics, stained glass, painting, and drawing.
PERSONALLY IDENTIFIABLE INFORMATION
Personally Identifiable Information (PII) refers to information that can be used to distinguish or trace an individual’s identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Examples include, but are not excluded to:

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

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

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

PORTAL
The College provides a College Portal (http://mycentral.centralchristian.edu/student/login.asp), through which students may access such resources as Billing, Financial Aid, Courses, Registration, Announcements, Unofficial Transcripts, etc. This portal is the official access point for all virtual College business.

TIGER APP
Students can download the TIGER app through their phones app store. The app provides information about access to cafeteria menu, student portal, forms and resources (financial aid and medical history), community and campus calendar, email directory, social media, student services, hours of operation, tiger store, emergency information and spiritual formation.

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

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

OFFICE 365
Central Christian College is providing Microsoft Office to every student free of charge. This means the latest version of the full Office productivity suite, including Word, Excel, PowerPoint, OneNote, and more available for offline and online use to best prepare you for class. As long as you’re a student here and the program continues, you’ll be able to use this software for free.

- Install on up to 5 compatible PCs and Macs, including tablets and phones!
- Use with OneDrive for automatic device syncing
- Gain valuable skills on the world’s most popular productivity software
- Use the same programs as your professors to ensure full file fidelity
The evangelical Christian way of life is the basis for student life at Central Christian College of Kansas, which maintains an atmosphere of opportunity for spiritual and social growth to each individual. We believe that spiritual learning occurs in everything we do. Whether it is in the classroom, residence halls, chapel, H.B.C. (Healthy Biblical Community), Sunday worship, dining room, gym or on the playing field, opportunities for spiritual growth abound for each individual. Central Christian is committed to developing leadership skills that follow a servant-leadership model in each individual student.

CODE OF CHARACTER
Central Christian College of Kansas respects the right of each individual to accept responsibility for his or her own college experience. We also believe in providing structure and guidance on certain lifestyle issues that are consistent with our Christian values.

CCC students are required to sign a Code of Character stating that they will commit themselves to accept responsibility for the terms of the covenant document. A full description of these expectations can be found in the Student Manual at http://www.centralchristian.edu/catalogs-and-policies.

CAMPUS LIFE
Campus Life is housed in the Student Development Office. The Director of Campus Life is available to provide counsel and spiritual mentorship, as is appropriate to the needs of the campus.

WORSHIP AND SPIRITUAL GROWTH
Central Christian College of Kansas is affiliated with the Free Methodist Church of North America; however, students of various denominations are represented on our campus. Students, faculty, and staff work together toward group and individual Christian living. This is no small task, as members of the campus community come from differing backgrounds, and their concepts of what is “Christian” may vary. Nevertheless, some patterns and values have emerged which promote Christian life and growth.

Chapel is held on Mondays and Wednesdays. Chapel services provide a time of worship with the total campus community. An hour a week is also dedicated to our small group program; H.B.C. Students may also choose to participate in a weekly Vespers service on Sunday nights. Vespers is entirely student-led with instruction and support from the Student Development Office and the Contemporary Christian Music department.

In addition, individuals will find many opportunities for spiritual growth available in the residence halls where student-led prayer groups and Bible studies are held on a regular basis. There are also many opportunities to serve in area churches and the inner city.

RESIDENCE HALL LIVING
The School of Liberal Arts & Sciences at Central Christian College of Kansas is primarily a residential campus with over 85% of all students living in campus housing. All students are required to live in College owned housing unless they receive permission to live elsewhere. The residence halls become students’ home away from home; roommates become like family. The Resident Directors (RDs) do not act as parents, but rather as skilled helpers who carry a measure of responsibility for the students’ well-being.

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

Resident Advisors (RAs) are available to help students while they become accustomed to dorm life. RAs function as liaisons between students and staff and are available to assist students throughout the year with questions or problems that might occur.

Dorm rooms are furnished with beds, personal storage facilities, and desks. Students should bring their own linens and mattress pads.

Central Christian College practices a progressive independent model of housing. Students will have an opportunity to progress from a traditional residence hall to intermediate to apartment style living. With each level there are additional responsibilities and expanded privileges and access to amenities.

FOOD SERVICE
The food service staff is dedicated to providing an enjoyable variety of foods. Three meals time are available on weekdays and on weekends (Saturday & Sunday) a hot lunch and dinner are available. Meals are served cafeteria style.

All students who reside in College housing are required to be on the College meal plan.
CAMPUS SAFETY
The Vice President of Enrollment (or designee), Residential Staff, and local law enforcement work diligently to ensure a safe environment on the campus of Central Christian College. Evening security is provided throughout the week.

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

STUDENT CENTER
Management of the Student Center resides with the Director of Campus Life. The Student Center houses the Tiger Den (Study and Recreational Space). The Student Center hosts numerous student activities weekly and is open according to printed schedule. Access to the Tigers Den for study and recreational use is posted on the door and is announced each semester.

STUDENT GOVERNMENT ASSOCIATION
All students carrying 7-plus credits are members of the Central Christian College of Kansas Student Association. It is from this body that the various officers and representatives who comprise the Student Activities Council (SAC) are either elected or selected. SAC funds student social events, admission to athletic events, class activities, and various other campus events.

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

- The Executive Cabinet represents the student body at the highest level of student government and includes the Student Body President and leaders of each SGA organization.
- The Student Senate is made up of the President and Vice-President of each class, representatives from each residence hall and representatives from other significant student groups. Senate serves as the legislative body for SGA and meets regularly to hear student concerns and formulate student led policy changes.
- The Student Activities Council plans a variety of regular social programming for students including Tiger Den activities, traditional campus events, and special weekend activities. SAC endeavors to promote social and community development through quality and affordable activities that provide students opportunity for recreation, creative expression, interaction with popular culture from a Christian worldview, and exposure to diverse perspectives and people. Although faculty sponsors work with SAC officers and representatives, it is the students’ privilege and responsibility to plan, budget, and implement an extensive program.
- The Student Body Chaplain of Community Outreach organizes student involvement in ministry opportunities both on campus and in the local community. These opportunities for community service build servant leadership and a coherent Christian worldview through practical and tangible experience. The Social Awareness Board seeks to educate students to reclaim God’s intentions for creation and humanity through educational activities that move students toward informed reflection and compassionate action regarding social welfare, racial, political, economic, environmental, and other world issues.
- The V.P. of Intramurals organizes weekly Intramural events and strives to foster healthy community through Intramural competition and promotes the development of the Fit Four Model.

OFFICE OF STUDENT SUCCESS
The mission of the Office of Student Success is to improve academic performance, increase motivation, and enhance potential in academic and professional success.

The Office of Student Success, located on the 3rd floor of Science Hall, is a comprehensive center providing students with an array of academic and vocation services essential to their academic and professional success. We offer students resources and assistance to become highly effective learners and doers.

Career services are also available through the Success Center. These include, but are not limited to, One-on-one vocation advising, classes, workshops, forums and fairs, Career Forums, Work-Study programs (study clusters), internships, service opportunities, possible job opportunities, career assessment and inventories, and assistance building resumes and professional portfolios.

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

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

If academic progress does not significantly improve, the faculty member is empowered to issue an Academic Alert. A copy of this alert, which summarizes the concerns of the faculty member, are forwarded to the Director of Student Success, the Student Development Office Manager, RD,
student, advisor, and coach (if appropriate). A copy is
maintained in the student file kept in the Student
Development Office.

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

COLLEGE STUDENTS WITH DISABILITIES
Central Christian College of Kansas is committed to serving
all students, including students who have documented
disabilities. We will provide a learning experience which
assures students with disabilities of equal access to all
programs, activities and facilities at the College. The Office
of Student Success will make all reasonable academic aids
and accommodations for their disabilities with the goal of
providing the students with maximum independence and
participation in the College campus life.

Although certain facilities are not fully physically accessible
to handicapped persons, Central Christian College of
Kansas 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 of Kansas
may meet this standard through such means as
reassignment of classes or other services to accessible
locations redesign of equipment, assignment of aids,
alteration of existing facilities, and construction of new
accessible facilities. Central Christian College of Kansas is
not required to make structural changes in existing facilities
where other methods are sufficient to comply with the
accessibility standard described above.

Eligibility will be determined after the appropriate
documentation by a licensed physician and/or certified
psychologist skilled in the diagnosis of the disability is
submitted to the Office of Student Success. The
documentation must be within the last three years.

After the documentation is submitted, the student will
need to make an appointment with the Student Success
office to review the documentation and determine any
accommodation services or referrals needed.

Possible Services and Accommodations:
- Assistance with note-taking
- Exam accommodations
- Scribes & readers
- Texts and tests on tape
- Peer tutoring
- Academic coaching
- Study clusters
- Personal advisor weekly check

There are many differences for the disabled student
between high school and college. The U.S. Department of
Education Office for Civil Rights offers a publication
describing the rights and responsibilities of disabled
students entering post-secondary education at

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

NOTE: Realizing that new students arriving in August may
not have any other transportation resources, the
Admissions Office arranges rides to the College from the
Wichita airport (not Kansas City or Oklahoma City) or the
train or bus stations in Salina, Hutchinson, or Newton at the
beginning of the year only. In order for a student or staff
member to meet the incoming student upon arrival, the
student must make arrangements in advance with the
Admissions Office. (There is a charge for this service.) At
any other time of year, students must arrange their own
transportation.

Some Central students register for classes on the
McPherson College campus two miles across town. Central
Christian College of Kansas does not provide transportation
for students attending these classes.

International students who require transportation
assistance should make such requests through the
International Student Coordinator who has an office on the
third floor of Science Hall, next to the International Student
Lounge.

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

A health insurance policy is available to students through
Central Christian College of Kansas. Application forms for
this policy, as well as forms verifying existing health
insurance coverage, will be sent directly to students in a
summer mailing. Information about this coverage is also
provided at the time of registration. All students must be
covered by a health insurance policy in order to attend
Central Christian College of Kansas. If a student does not
have coverage, he or she will be required to enroll in the
A student insurance plan offered through the College. A student will not be able to complete registration without verification of enrollment in a health insurance policy. In case of emergency or need of extended medical care, the physicians and all the facilities of the McPherson Memorial Hospital (accredited) and the Prairie View Mental Health Center are available.

ATHLETICS
Students serving as members of varsity athletic teams must have an up-to-date physical examination, insurance card, and a complete medical history on file with Student Development and the Athletic Office before being permitted to participate in practices, camps, or competitions.

Student participating in intercollegiate programs must meet all NCCCAA and NAIA eligibility requirements. Scholarships are available for athletic participation, in addition to financial aid, which is awarded on the basis of financial need and achievement.

The College participates in the NAIA’s Champions of Character program.

ATHLETIC AFFILIATION
Central Christian College of Kansas is a member of the National Association of Intercollegiate Athletics (NAIA), and duly affiliated with the National Christian College Athletic Association (NCCAA DI). Central participates in the Sooner Collegiate Athletic Conference.

INTERNATIONAL STUDENT CENTER
The International Student Center is located on the third floor of Science Hall. All international students are welcome to utilize the resource of the center, which includes tutoring, language skill development, study center, and support. Hours are posted outside of the center.

COUNSELING SERVICES
Counseling services can be made available to students upon request. Requests should be made through the Counseling Center or Student Development Office in Science Hall Suite 205. Appointments may also be requested online at http://www.centralchristian.edu/counseling-services.
GENERAL ADMISSION POLICIES
The policies and procedures related to admissions at Central Christian College of Kansas are developed and endorsed by the Admissions and Aid Committee, appointed by the President of the College.

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

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

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

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

Phone: 1-620-241-0723, ext. 188
Fax: 1-620-241-6032
Email: admissions@centralchristian.edu
Website: www.centralchristian.edu

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

ITEMS NEEDED TO DETERMINE ACCEPTANCE
Application
Prospective students may submit a paper copy or submit an online application at http://www.centralchristian.edu. [Returning alumni must complete applications specific to their status.]

1. One or more of the following documents will need to be provided:
   a. A high school transcript showing a minimum of six completed semesters. An official, final transcript verifying completion, including graduation date, will need to be submitted upon graduation.
   b. An official, final high school transcript, if the student has already graduated from high school. Copies of diplomas, alternative diplomas or certificates of attendance are not acceptable.
   c. A GED certificate with scores averaging 52 or higher.
   d. A transcript from any college the student received credit. An official copy will be required for enrollment.

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

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

- **Test Scores:** To aid in placement, students are required to submit CLT, ACT, or SAT scores. Students unable to provide scores will be required to sit for a placement exam prior to registration.
- **Other Documentation**
  Additional documentation may be required as determined by the College.

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1 if the transcript is derived from a Home School learning experience, the transcript will need to be signed by the parent verifying that the student has completed a secondary school education in compliance with applicable state laws. The document must be a transcript and not a portfolio, copy of assignments or projects, awards, or certificates.
ACCEPTANCE STATUS

FULL ACCEPTANCE
Central Christian College of Kansas uses a minimum GPA to determine eligibility for acceptance. A minimum GPA of 2.5 is required for full acceptance. Students with a GPA below 2.5 may be considered for provisional acceptance.

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

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

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

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

In addition to the requirements listed under the Application for Admission, transfer students must also provide an official, final college transcript from all prior colleges attended. A cumulative 2.0 GPA is required to be accepted. The cumulative GPA is the result of considering all transcribed data. Students whose cumulative college GPA is below 2.0 will be evaluated by the Admissions Review Committee and may receive provisional acceptance, which may require enrollment in prescribed college success courses.

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

COMMUNITY COLLEGE PROGRAM
In an effort to contribute to the national goal of increasing college completion numbers and to support the enrollment of community college students, Central Christian College of Kansas maintains an open articulation agreement for all regionally accredited community colleges.

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

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

DUAL CREDIT
Upon recommendation of the local school official and approval of the CCCK Program Director, student enrolled in a qualifying high school may seek college credit through the Central Christian College of Kansas dual credit program.

Dual credit student may take up to 24 credits in any given academic year and are required to meet all course level prerequisites.

PART-TIME/NON-DEGREE SEEKING
The College provides opportunity for individuals not necessarily interested in enrolling in or completing a specific program of study. While credits earned through this status may be applied to a degree, the student would first need to apply for full admission. Enrollment under this status requires:

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

NOTIFICATION OF ADMISSION STATUS
After all documents have been received and reviewed, the Admissions Office will contact the student regarding his or her admission status. Upon acceptance to the College, additional information will be forwarded to the student and other offices will begin official communication.

DEPOSIT
Upon acceptance to the College, the student is required to submit a nonrefundable $50.00 deposit to reserve housing, secure school related grants and scholarships, and open registration for classes. If the student decides not to attend Central Christian College of Kansas, he or she must submit a written request to refund the deposit. The deposit is refundable before June 1 for the fall semester or January 1 for the spring semester.

Upon receipt of the Deposit, The Admissions Office will send various additional forms to be completed and returned to Central Christian College of Kansas. (Such forms may include, but are not limited to: Student Development Questionnaire, Financial Aid Award Letter, Athletic Physical Certification, payment plan options, and Student Insurance Enrollment.)

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

OFFICIAL DOCUMENTS
Student copies or unofficial transcripts cannot be used for enrollment.

OFFICIAL TRANSCRIPTS
a) Mailed in a sealed envelope from the institution.
b) Mailed by the student. The transcript must still be in a sealed envelope from the transcribing institution.
c) Electronically delivered from DOCUFIDE, ScripSafe, or National Student Clearinghouse.
d) High School Transcripts can be faxed directly from the transcribing institution.
INTERNATIONAL STUDENTS
Central Christian College of Kansas is able to assist students seeking entrance into the College who are not citizens or legal permanent residents of the United States. Students who complete the application process will receive the required SEVIS Form I-20 upon acceptance to the College and receipt of required payments.

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

1. **International Student Application**
   Note: All admission documents must have the student’s exact name as it is listed on his or her passport and academic records. An application may be submitted in the following ways:
   a. Online: [http://www.centralchristian.edu](http://www.centralchristian.edu)
   b. Download, print, and submit through the mail
   c. Request application through the mail, to be submitted through the mail

2. **Bank Account Certificate or Declaration and Certification of Finances**
   Complete a Declaration and Certification of Finances 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 parent/sponsor.
   c. Signature and Seal of the financial institution/bank of the parent/sponsor.

3. **English Proficiency Scores**
   Students whose primary language is other than English must provide English Proficiency score from one of the following. A minimum TOEFL (IBT) score of 13, or its equivalent, is required for admission.
   - TOEFL (IBT/PBT) score report (School/DI Code 6088)
   - IELTS
   - EIKEN
   - TOEIC
   - Duolingo English Test (DET)
   - SAT
   - ACT
   - Students completing a secondary school education or who received a diploma from an English based educational program may waive the English Proficiency Score requirement if English language instruction is denoted on the transcript or affirmed by a school official.

   English proficiency requirements are waived for international students applying from a country that is a primarily English speaking. This includes: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, British Indian Ocean Territory, British Virgin Islands, Canada, Cayman Islands, Dominica, Falkland Islands, Gibraltar, Grenada, Guam, Guernsey, Guyana, Ireland, Isle of Man, Jamaica, Jersey, Montserrat, Nauru, New Zealand, Philippines, Pitcairn, Saint Helena, Ascension and Tristan da Cunha, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Singapore, South Georgia and the South Sandwich Islands, Trinidad and Tobago, Turks and Caicos, and the United Kingdom.

4. **Official Transcripts**
   International students must provide evidence of completion (or be in the process of completing) a secondary school program equivalent to a 12th grade high school education offered in the United States of America. In order for the College to assess credits from foreign colleges/universities, the transcript must first be translated and evaluated. It is the student’s responsibility to submit transcripts to a translator/evaluator and pay any fee connected to that transaction. The following agencies are recognized by Central Christian College of Kansas as valid transcript translators/evaluators: Some recommendations include:
   - Center for Educational Documentation [www.cedevaluations.com]
   - International Education Consulting (IEC) [www.interedconsulting.com]
   - World Education Services [www.wes.org]
   - Academic and Professional International Evaluations, Inc. (APIE)
   - Academic Credentials Evaluation Institute, Inc. (ACEI)
   - American Education Research Corporation (AERC)
   - Educational Credential Evaluators, Inc. (ECE)
   - Educational Records Evaluations Service, Inc. (ERES)
   - Foundation for International Services
   - Foreign Credentials Services of America (FCSA)
   - Global Credential Evaluators (GCE)
   - International Education Research Foundation, Inc. (IERF)

5. **Admissions Deposit Fee**
   Submit a deposit fee of $500.00 USD.
   a. Online: [http://pay.centralchristian.edu](http://pay.centralchristian.edu)
b. With a debit or credit card over the phone by calling 1-620-241-0723, ext. 184

c. By check or money order made out to: Central Christian College,
Mail to:
Central Christian College Admissions Office,
1200 S Main, P.O. Box 1403, McPherson, KS 67460
USA

6. Medical History Form
Will be completed as part of a new student packet sent by the admissions office.

7. Immunization Records and TB Questionnaire
Submit a copy of your immunization records.
- Measles, Mumps, and Rubella (required)
- Meningitis (required)
- Hepatitis B (recommended but not required)

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

8. Statement of Understandings
Students must read and agree to the following by signing and returning this form:

9. Copy of your Passport ID (photo) page
For transfer students only:
10. Copy of your passport: all pages with your F1 VISA and stamps
11. Copy of I-20 of your current school

**F-1 STUDENT APPLICATION PROCESS**
Once the college has determined that your application is complete and you are academically eligible, we will issue an I-20 form to enable you to apply for your student visa.
Applicants for student visas should generally apply at the U.S. Embassy or Consulate with jurisdiction over their place of permanent residence. This will normally be your home country — the country in which you live.

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

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

**INTERNATIONAL TRANSFER (FROM A SCHOOL WITHIN THE U.S.)**
Following acceptance to Central Christian College, international students transferring to Central Christian College of Kansas from other educational institutions (high school, college, university or intensive English institute) within the U.S. must:

1. Notify the current institution of intent to transfer and follow their procedures for SEVIS transfer.
GENERAL ADMISSION POLICIES
Students seeking admission to Central Christian College of Kansas are reviewed to determine the likelihood of college success and therefore, the College reserves the right to deny or revoke admission. Race, color, gender, national origin, ethnic origin, religion, age, and disability are not used as criteria for admission or denial.

CONTACT INFORMATION
Information regarding admissions or initiation of the admissions process can be accessed www.myonline.centralchristian.edu.

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

1. Complete an Application
2. Submit Academic Records:
   a. High School Only: An official, final high school transcript with graduation date and signature from a certified high school (public, private, or home) OR a High School Equivalency Transcript (GED/TASC) designating completion. Alternative diploma’s or certificates of attendance are not acceptable.
   b. Some College: A copy of a valid high school diploma, transcript, or equivalent transcript AND official transcripts from all prior colleges attended.
   c. Associate Degree: Official transcripts from all prior colleges attended, including the degree granting institution in which the Associate’s was earned.
3. Review Program with an Enrollment Counselor

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

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

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

NOTIFICATION OF ADMISSION STATUS
After all documents have been received and reviewed, the School of Professional and Distance Education office will contact the student regarding his or her admission status. Upon acceptance to the College, additional information will be forwarded to the student and other offices will begin official communication.

OFFICIAL DOCUMENTS
Copies, student copies, unofficial documents, copies of official documents, certificates, certificates of attendance, alternative diploma’s, scanned images, etc. do not qualify as official documents. While these documents may be used to provide initial assessment of college readiness, they are not sufficient for acceptance.

OFFICIAL TRANSCRIPTS
1. Mailed in a sealed envelope from the institution.
2. Mailed by the student. The transcript must still be in a sealed envelope from the transcribing institution.
3. Electronically delivered from DOCUFIDE, Scrip-Safe, National Student Clearinghouse, or AARTS.
4. Faxed directly from the transcribing institution, with official seal, signature, or official designation.

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

1. Payment Plan or Financial Aid: has made payment arrangements with the Business Office or has completed all items to use financial aid or other means to cover all respective charges. This may include the signing of the Intent to Enroll form.
1. **Transcript Evaluation**: Submit translated transcripts. It is the student’s responsibility to submit transcripts to a translator/evaluator and pay any fee connected to that transaction. The following agencies are recognized by Central Christian College of Kansas as valid transcript translators/evaluators:
   - Center for Educational Documentation [www.cedevaluations.com]
   - International Education Consulting (IEC) [www.interedconsulting.com]
   - World Education Services [www.wes.org] (Recommended)

2. **English Proficiency**: All international student must demonstrate English proficiency by providing scores on an approved English Proficiency exam. Scores may not be less than two years old. Currently, the College recognizes the following exams and minimum scores:
   a. A 79 TOEFL internet-based test; with no band less than 16.
   c. A 6.5 IELTS, with no band less than 5.0

3. **Payment**: The student will need arrange payment with the Business Office.

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

**STATE REQUIREMENTS**
*State Authorization – Any specifications related to State Authorizations are located at the end of the Catalog.*

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

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

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

GENERAL GUIDELINES AND STIPULATIONS
- Students must submit official documentation of all appropriate coursework (e.g., College Transcript, Exam Transcript, etc.).
- Transfer students need to complete 30 of the last 60 credits through Central Christian College of Kansas, regardless of major-related requirements.\(^4\)
- Students transferring from two-year institutions may only transfer up to 64 credits from those two-year institutions.
- Students may transfer a maximum of 30 credits into Central Christian College of Kansas.\(^5\)
  - 30 of these credits may be test-out credit, including Advanced Placement, IB, and CLEP.
  - 30 of these credits may be satisfied through JST Military Credits.
  - 30 of these credits may be satisfied through Credits for Prior Learning.
- Each program may have additional credit requirements specific to the program. Typically, this will require the student to complete at least 40 credits, regardless of the number transfer credits allowed.
- Student copies or unofficial transcripts (including all faxed copies, regardless of origin) cannot be used for official audits.
- Veterans must submit a transcript of Military Studies (ACE Transcript, Community College of the Air Force).
- Current students are advised to consult the Registrar prior to taking courses with the intent to transfer credits back to Central Christian College of Kansas. While credits may transfer as electives if they meet the requirements outlined in this section, the College does not guarantee that transfer credits will count toward specific program requirements unless the substitute has been pre-approved in writing by the appropriate Department Chair and Registrar.

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

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

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

- If the student is transferring in with a completed Associate of Arts Degree or an Associate of Fine Arts degree, grades of D-/+/ may transfer if the grade was awarded prior to the completion of the degree. \(^6\)
- Grades of D-/+/ awarded as part of a sequence of courses (those requiring the course as a pre-requisite) will be assessed for transfer, if the subsequent course was passed with a C- or above.
- Grades of D-/+/ associated with lab courses, earning separate grades for the lecture section and the lab, will be assessed if the grade was awarded in association with the lab portion of the course and the combined grade point average for the lab and the lecture section is above a 1.7.

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\(^3\) Official college transcript: Mailed in a sealed envelope from the institution; Delivered by the student in a sealed envelope from the transcribing institution; electronically delivered from Parchment, ScripSafe, National Student Clearinghouse, or JST.

\(^4\) Students may transfer a maximum of 45 credits toward an Associate of Arts or Associate of General Studies Degree. 15 of the last 30 hours of an AA or AGS must be completed at Central Christian College of Kansas.

\(^5\) Specific programs may limit the amount of hours that are applied to the transcript.

\(^6\) Students transferring credits related to a completed Associate in General Studies may receive special consideration for General Education courses that have a D-/+. 
Prior to Fall 2014, grade point averages transferred for students entering SAS programs, but not for students entering SPE programs. Beginning in the 2014-15 academic year, grade point averages do not transfer for any students enrolling at the College.

**Hour Conversion**

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

**Credit Evaluations and Adjustments**

It is the role of the Registrar to assess the transferability of courses, which may require that the student provide syllabi to demonstrate the learning outcomes associated with courses in question. The College reserves the right to accept credits associated with a course, while at the same time recognizing that the course does not meet the requirements needed for graduation.

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 INSTITUTIONS**

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

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

Stipulations related to Category One transfer credits:

- Official transcripts (not copies) must be forwarded to the Registrar’s office
- Grades of “C-” or better; “Pass”, or “Satisfactory” will be considered for transfer, but will not affect GPA.
- Professional Development (PD) and Continuing Education Units (CEU) are not eligible for transfer consideration.
- Remedial courses (those with course designations beginning with “0”) are not eligible for transfer under any circumstance.
- Transfer credits that are applied to the major must match the level articulated in the major. Transfer classes that match upper level major requirements, but are not upper level, will not be applied to the major unless approved by the appropriate Department Chair.
- Credits awarded on the transcript from a standardized test will not be accepted. Official documentation from the standardized test organization must be submitted for Category Four assessment.  
- Credits awarded on the transcript for prior learning will not be recognized. Official documentation (portfolio) will need to be submitted in accordance with Category Six assessment.

**CATEGORY TWO – NON-REGIONALLY ACCREDITED INSTITUTIONS**

Coursework completed at a post-secondary institution which does not have regional accreditation can be considered on a case-by-case basis if the institution has the recognition of an accrediting agency and is recognized as Title IV eligible (as articulated by the Department of Education: [http://www2.ed.gov/admins/finaid/accred/accreditation_pg9.html](http://www2.ed.gov/admins/finaid/accred/accreditation_pg9.html)).

Accreditation status of an institution can be verified by visiting: [http://ope.ed.gov/accreditation/Search.aspx](http://ope.ed.gov/accreditation/Search.aspx). Verification of accreditation does not assure acceptance of credits. Accreditation simply allows the Registrar to review the transcript. Individual courses will be reviewed and awarded credit based on comparability of subject matter,

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7 AP and CLEP scores recorded on the transcript after 7/1/2017 from a Kansas state college (KBOR) will be accepted for transfer without additional documentation (i.e. needing to send a transcript of the scores directly)
learning objectives, timeliness of enrollment (within 10 yrs.), and applicability of the course to the degree program.

- Official transcripts (not copies) must be forwarded to the Registrar’s office.
- The school must have a Federal Identification Code.
- The school must be recognized by the Department of Education as Title IV eligible.
- Grades of “C-” or better; “Pass”, or “Satisfactory” will be considered for transfer, but will not affect GPA.
- Remedial courses (those with course designations beginning with “0”) are not eligible for transfer under any circumstance.
- Professional Development (PD) and Continuing Education Units (CEU’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 the course requirement, but are not upper level, will not be applied to the major unless approved by the appropriate Department Chair.
- Credits awarded on the transcript from a standardized test will not be accepted. Official documentation from the standardized test organization must be submitted for Category Four assessment.
- Credits awarded on the transcript for prior learning will not be recognized. Official documentation (portfolio) will need to be submitted in accordance with Category Six assessment.

**CATEGORY THREE – ARTICULATION AGREEMENTS**

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

**Regionally Accredited Community Colleges/Block Transfer**

Students graduating with an Associate of Arts or Associate of Fine Arts from a regionally accredited college or Community College will be considered as having completed all General Education requirements (excluding those required by the degree). Students will still need to complete the minimum Christian Worldview requirements and any other general education requirement which must be fulfilled at Central Christian College of Kansas. Students graduating with an Associate of General Studies Associate of Science, or Associate of Applied Science degree will be assessed using Category One. Students will receive transfer credit; though will still be required to complete deficient General Education requirements, unless otherwise specified by the articulation agreement.

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

- Hallmark College
- Harrison College
- Hesston College
- Northwest Career College
- Bob Jones University
- Central Christian College of the Bible
- Chattanooga College Medical, Dental & Technical Careers
- The College of Health Care Professions
- Gwinnet College
- Hutchinson Community College
- Institute of Business and Medical Careers College
- Meridian College
- Neosho Community College
- Kansas Christian College
- Yanbian University of Science & Technology (China)
- Eastern Liaoning University (China)

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

**College Consortium**

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

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

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

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

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

Process:

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

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

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

<table>
<thead>
<tr>
<th>AP Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>HU-AR 101 Art Appreciation (3)</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>NS-BI 101 General Biology (4)</td>
</tr>
<tr>
<td>2D or 3D Design</td>
<td>3</td>
<td>GE-HU elective studio art (2)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>NS-Ch 102 General Chemistry (4)</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>HU-FL Spanish I &amp; II (8)</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>HU-FL Spanish I, II, III (12)</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>HU-FL Spanish I, II, III, IV (16)</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4</td>
<td>BS-CP Introduction to Information Technology (3)</td>
</tr>
<tr>
<td>English Language &amp; Composition</td>
<td>3</td>
<td>EN-CP 103 English Composition I (3)</td>
</tr>
<tr>
<td>English Literature &amp; Composition</td>
<td>3</td>
<td>EN-LT 205 Introduction to Literature [WI] (2)</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>NS-BI 100 Environmental Science (4)</td>
</tr>
<tr>
<td>European History</td>
<td>4</td>
<td>SS-HI 103 History of Western Civilization (3)</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>SS-GE 113 World Geography (3)</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4</td>
<td>BS-EC 261 Macroeconomics (3)</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4</td>
<td>BS-EC 260 Microeconomics (3)</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>NS-MA 111 Calculus I (4)</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>NS-MA 111 &amp; 211 Calculus I &amp; II (8)</td>
</tr>
<tr>
<td>Physics 1</td>
<td>3</td>
<td>NS-PH 205 General Physics I (4)</td>
</tr>
<tr>
<td>Physics 2</td>
<td>3</td>
<td>NS-PH 206 General Physics II (4)</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>3</td>
<td>NS-PS 215 University Physics I (4)</td>
</tr>
</tbody>
</table>

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

Original documentation must be on file at Central Christian College of Kansas in order for credits to be assessed.

Charts delineate specific course equivalencies. Exams not listed in the charts may still transfer for elective credit on a case-by-case basis.

The following are accepted organizations for standardized examinations:

Advanced Placement (AP)

College Code: 6088

Students must score a 3, 4, or 5 on the exam to receive college-level credit. The chart below lists specific credits associated with the appropriate AP exam scores. Credit for AP exams will be recorded on the CCC transcript with a grade of "PR". AP exams cannot be used to repeat a class already completed.
Physics: Electricity & Magnetism 3 | NS-PS 216 University Physics II (4)
Psychology 3 | SS-PY 110 General Psychology (3)
Statistics 3 | NS-MA 209 Statistics (3)
United States Government & Politics 3 | SS-PO 203 American Government (3)
United States History 3 | SS-HI 105 & 106 United States History (6)
World History 3 | SS-HI 103 & 104 History of World Civilization (6)

**College Level Examination Program (CLEP)**

**College Code: 6088**

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

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

**CLEP Transcript Request Service**
P.O. Box 6600
Princeton NJ 08541-6600
(609) 771-7865 (phone)
(609) 771-7088 (fax)
calep@info.collegeboard.org (e-mail)

<table>
<thead>
<tr>
<th>CLEP Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting</td>
<td>50</td>
<td>BS-AC 120 Basic Accounting (3)</td>
</tr>
<tr>
<td>American Government</td>
<td>50</td>
<td>SS-PO 203 American Government (3)</td>
</tr>
<tr>
<td>History of the United States I</td>
<td>50</td>
<td>SS-HI 105 U.S. History I (3)</td>
</tr>
<tr>
<td>History of the United States II</td>
<td>50</td>
<td>SS-HI 106 U.S. History II (3)</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>Science Elective (4)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>Science Elective (4)</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>NS-MA 111 Calculus I (4)</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>NS-MA 104 College Algebra (3)</td>
</tr>
<tr>
<td>College Composition Modular (no essay)</td>
<td>50</td>
<td>EN-CP 103 English Composition I (3)</td>
</tr>
<tr>
<td>College Composition¹</td>
<td>50</td>
<td>EN-CP 103 English Composition I (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And / Or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EN-CP 104 English Composition II (3)</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>NS-MA 201 Survey of Contemporary Mathematics (3)</td>
</tr>
</tbody>
</table>

¹ Students who complete successfully complete College Composition are eligible to receive credit for both EN-CP 103 and EN-CP 104, unless the student has already completed EN-CP 103.

**DANTES Subject Standardized Tests (DSST)**

**College Code: 9801**

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

<table>
<thead>
<tr>
<th>DSST Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art of the Western World</td>
<td>400</td>
<td>HU-AR 101 Art Appreciation (3)</td>
</tr>
<tr>
<td>Astronomy</td>
<td>400</td>
<td>NS-PS 106 Introduction to Astronomy (2)</td>
</tr>
<tr>
<td>Business Ethics &amp; Society</td>
<td>400</td>
<td>BS-MG 363 Professional Ethics (3) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EX-OR 455 Personal Values &amp; Organizational Ethics (3)</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>400</td>
<td>SS-CI 235 Introduction to Criminal Justice Systems (3)</td>
</tr>
<tr>
<td>Environment &amp; Humanity</td>
<td>400</td>
<td>EX-SC 100 Environmental Science (3)</td>
</tr>
<tr>
<td>Fundamentals of College Algebra</td>
<td>400</td>
<td>NS-MA 104 College Algebra (3)</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>400</td>
<td>SP-SH 101 Wellness for Life (3)</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>400</td>
<td>EX-MG 445 Human Resource Management (3 – lower level)</td>
</tr>
<tr>
<td>Human/Cultural Geography</td>
<td>400</td>
<td>SS-GE 113 World Geography (3)</td>
</tr>
</tbody>
</table>
Category Five transfer credits include all credits associated with foreign transcripts. Transfer credit will only be considered from institutions recognized by the government of the country in which the institution is located. In order for Central Christian College of Kansas to accept credits awarded from a foreign institution, the transcript must first be translated and evaluated. The following agencies are recognized by Central Christian College of Kansas as valid foreign transcript reviewers:

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

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

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

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

- Pilot’s License (www.faa.gov)
- Police Academy
- Corrections Academy
- Registered Nurse (www.nursys.com)
- Certified Legal Assistant (www.nala.org)
- Registered Medical Assistant (www arma-cert.org)
- Certified Medical Assistant (www.aama-ntl.org)
- Emergency Medical Technician (www.arentm.org)
- Human Resource Certification (www.hrci.org)
- Registered Health Information Administrator/Technician (www.arra.com)
- Dental Technician (www.nbccert.org)
- Dental Assistant (www.danb.org)
- Medical Technician (www.americanmedtech.org)
- Radiology/MRI Technician (www.arrt.org)
- Certified Professional Coder (www.aapc.org)
- Certified Pharmacy Technician (www.ptcb.org)
ACE Credit
Many certifications and training opportunities have already established equivalent credit through the American Council on Education (ACE). Courses from Straighterline or the GED® College Ready + Credit score will only be evaluated from an ACE transcript. The following directory is a tool to look up organizations whose training has been evaluated by ACE for college credit:
http://www2.acenet.edu/credit/?fuseaction=browse.main.
ACE transcript must be forwarded the Central Christian College of Kansas. The request page is located at:
https://www2.acenet.edu/credit/?fuseaction=transcripts.main.

CAEL
Students wishing to apply for portfolio credit for prior experience should work with CAEL http://www.cael.org/

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

   a) Army, Navy, Marines, and Cost Guard: Individuals serving in the Army, Navy, Marines, and Cost Guard will need to submit the following:
      o ACE Joint Services Transcript
      o Additional documentation as required

   b) Air Force: Students graduating from the Community College of the Air Force (CCAF) will need to submit an official transcript. Transcripts from the Air Force will be evaluated under the guidelines of Category One.
FINANCIAL AID

APPLYING FOR FINANCIAL AID
Students wishing to apply for financial aid should complete the Free Application for Federal Student Aid (FAFSA) located at www.FAFSA.gov. FAFSA opens on October 1st of each year for the following Fall term. For example, FAFSA opened on October 1, 2018 for the 2019-20 academic year. After the student has been accepted for admission to Central Christian College of Kansas, and the Financial Aid Office has received the FAFSA from the federal government, the Financial Aid Office will work with the student to develop an award package. Forms and documents, in addition to FAFSA, may also be necessary. Four business days after submitting FAFSA, check your CCCK Student Portal > Financial Aid Document Tracking to learn if you must submit additional forms and/or documents in order to complete your financial aid file so that an award can be made for you. Note: Award letters issued before you have submitted those additional forms and/or documents are “Estimated” and list the additional forms and/or documents which are needed at the lower third of the first page.

ACCEPTANCE STATUS
As a student new to Central Christian College of Kansas the status of your Admission Application is important to you. To be eligible for federal, state and CCCK financial aid, you must be a regular student in a regular program of study which means leading to a degree offered at CCCK. Review the Admissions section of this catalog to learn more about the distinctions between Full, Conditional and Provisional Acceptance and those status impact on financial aid eligibility and how you will be charged for the classes in which you enroll. Note: In order to be eligible for financial aid, students must be fully accepted for admission.

AWARD AVAILABILITY
Enrollment status affects the awards available to a student. The following details the awards available under each enrollment status. Note: Availability does not equal eligibility. Students must meet certain eligibility requirements for each type of award.

FULL TIME (12+ CREDITS)
- Federal Pell Grant
- Federal SEOG
- Federal Work Study
- Federal Stafford Loans
- Federal Parent (PLUS) Loans
- Kansas Grants and Scholarships
- CCCK Institutional Grants and Scholarships*

THREE-QUARTER TIME (9 – 11.5 CREDITS)
- Federal Pell Grant (75% of full award)
- Federal SEOG
- Federal Work Study
- Federal Stafford Loans
- Federal Parent (PLUS) Loans
- CCCK Institutional Grants and Scholarships (75% of full award)*

HALF TIME (6 – 8.5 CREDITS)
- Federal Pell Grant (50% of full award)
- Federal SEOG
- Federal Work Study
- Federal Stafford Loans
- Federal Parent (PLUS) Loans

LESS THAN HALF TIME (5.5 CREDITS OR LESS)
- Federal Pell Grant (25% of full award)

*CCCK Institutional Grants and Scholarships are only available to School of Liberal Arts & Sciences (residential) students and are not available to School of Professional & Distance Education (online) students.

DISBURSEMENT PROCEDURE
Students who are admitted to Central Christian College of Kansas may request a financial aid estimate prior to an anticipated start date from the Financial Aid Office. Once the FAFSA (Free Federal Application for Financial Aid) for the academic year is received and all additional financial aid documentation is provided, Financial Aid staff will provide the student with an official Financial Aid Award Letter.

ADDITIONAL DOCUMENTS AND FORMS / VERIFICATION
For approximately half of students who submit FAFSA, FAFSA instructs the Financial Aid Office to obtain additional documentation or forms to validate or clarify some of the information provided on FAFSA. The financial aid process cannot be completed until these documents, processes or forms are received. These instructions, documents or forms are posted to the students Portal Account under Financial Aid Document Tracking. Reminders may also be emailed to their CCCK email account. It is the student’s duty to frequently check their CCCK email and Portal account. Failure to do so will delay processing and could result in delay of authorization for move-in, athletic participation or classroom attendance.
AWARD LETTER
Estimated Award letters can be issued prior to the completion of the financial aid file, but this is not recommended as official Financial Aid Awards Letters, which are issued after the financial aid file is complete, are more reliable in that the awards are less likely to change. Financial Aid recipients must return their signed award letter Central Christian College of Kansas, accepting the financial aid programs and declining the programs they do not wish to receive, before their financial aid will be processed. Financial Aid recipients accepting federal student loan(s) must complete the online Master Promissory Note, and online Entrance Counseling at www.studentloans.gov before Federal Direct Loans can be processed. Parents who have borrowed Federal Parent Loans (PLUS) must complete the PLUS Master Promissory Note at www.studentloans.gov before their loan can be processed.

Failure to complete the above responsibilities may prevent authorization of move-in, athletic participation, or classroom attendance. (See also “REMAINING BALANCES NOT COVERED BY FINANCIAL AID” below)

DISBURSEMENT
Federal student aid program awards will be disbursed (applied to the student’s account in payment of charges) early in each term as soon as the student’s files are complete and processing is completed, generally after classes have begun. Disbursement of federal student loans may be delayed for first time-borrowers for 30 days after the first day of class.

Students will be notified through their CCCK email or their Student Portal when federal financial aid awards have been credited to their accounts by a Notice of Disbursement detailing the amount, type and date disbursements were made and their right to cancel their loan disbursements within 14 days from the date the notice of disbursement was issued to them. If the student intends to revise their financial plan by cancelling or reducing their federal student loan disbursements, the Notice also explains the necessity and process for forming an alternate means of paying their charges in full and how to form alternate plans for payment of their charges in full. Such revised financial plans must be acceptable to the College for the student to remain in school.

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

TEXTBOOKS AND FINANCIAL AID
Federal student aid program awards will be disbursed and applied to the student’s account early in each term but not before classes have begun. It is important students have their textbooks on the first day of class. Therefore, financial aid recipients whose total financial aid exceeds their charges for tuition, housing and meal plan may contact the Financial Aid Office to request an electronic Book Voucher for e-Campus.com. Financial Aid recipients should examine their award letter to see if their Financial Aid awards exceed their charges. When requesting the Book Voucher from the Financial Aid Office, the financial aid recipient should have already logged onto e-Campus and identified their text books and the total amount they expect to invest in textbooks for the term. Financial Aid will set up an electronic Book Voucher in e-Campus in the lesser amount of their request or the amount by which their financial aid exceeds their charges. Financial Aid will notify the student via their CCCK email account that the Book Voucher has been set up and is ready for them to purchase their books, and the deadline date for the term for using their Book Voucher. Book Vouchers are generally available two weeks before the beginning of the term. E-Campus.com generally delivers most books within two or three business days of ordering.

REMAINING BALANCES NOT COVERED BY FINANCIAL AID
Many financial aid recipients are surprised to learn that the combination of their CCCK Scholarships and their federal financial aid may not cover all of their charges for tuition, housing and meals or textbooks. In these cases, it is imperative to form a financial plan to pay the remaining balance of charges uncovered by federal aid and CCCK scholarships. Several options are available.

The student must submit the Remaining Balance Election Form (page two of their award letter) to the Financial Aid Office and if a Parent Loan for Undergraduate Study (PLUS) or an Alternative Loan for Education (AltLoan) is in their plan, the loan must be approved before arrival on campus or participation in online classes. If the loan is not approved, it may prevent authorization of move-in, athletic participation, or classroom attendance.

If the family intends to make monthly payments, they should contact the Business Office and work with the Student Accounts Representative at 620-241-0723 EX. 184 Mon – Fri 8AM to 5PM CT (email charlotte.anderson@centralchristian.edu as soon as they
receive their award letter. They will be provided the monthly payment agreement and authorization forms. Their payment plan agreement and authorization forms must be completed and accepted by the Business Office before arrival on campus or participation in online classes. If the loan is not approved, it may prevent authorization of move-in, athletic participation, or classroom attendance.

**COST OF ATTENDANCE/BUDGETS**

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

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

**SCHOOL OF PROFESSIONAL & DISTANCE EDUCATION (ONLINE)**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Off-Campus</th>
<th>Full-Time (with parent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$11,200</td>
<td>$11,200</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$ 1,200</td>
<td>$ 1,200</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$18,012</td>
<td>$ 6,750</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$    70</td>
<td>$    70</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$  2,000</td>
<td>$  2,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$  1,000</td>
<td>$  1,000</td>
</tr>
</tbody>
</table>

**SCHOOL OF LIBERAL ARTS & SCIENCES (RESIDENTIAL)**

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$28,300</td>
<td>$28,500</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$ 1,200</td>
<td>$ 1,200</td>
</tr>
<tr>
<td>Housing &amp; Meals</td>
<td>$ 7,160</td>
<td>$11,060</td>
</tr>
<tr>
<td>Fit Four Fee</td>
<td>$   200</td>
<td>$   200</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$    70</td>
<td>$    70</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$  1,500</td>
<td>$  1,500</td>
</tr>
<tr>
<td>Transportation</td>
<td>$  1,000</td>
<td>$  2,400</td>
</tr>
</tbody>
</table>

**REFUNDS & RETURN OF FUNDS**

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

**SOURCES OF AID AVAILABLE TO BOTH SAS (RESIDENTIAL) AND SPE (ONLINE) STUDENTS**

**GRANTS (FEDERAL & STATE)**

**Federal Pell Grant**

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

1. A student will complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.
2. The U.S. Department of Education provides an official Pell Grant Payment Schedule which determines the student’s Pell award based on the EFC generated by FAFSA. Pell awards are based on this schedule, and vary by enrollment level and may also vary in amount from year to year. The Pell Grant Payment Schedule is generally released by the federal government in late January for the academic year beginning in July (following Fall term.) Award letters with Pell awards provided prior to the receipt of the Pell Payment Schedule are “good faith” estimated awards but when the Payment Schedule is received from the Federal government, a new award letter with the updated Pell award will be issued to you.

**Federal Supplemental Educational Opportunity Grant (SEOG)**

Federal Supplemental Educational Opportunity Grants (FSEOGs) are available to students with high financial need as determined by the Federal Need Analysis System with FAFSA. Generally funds in this program are limited to students whose FAFSA results in a zero EFC.

**Kansas Comprehensive Grant**

Residents of the state of Kansas attending Central Christian College of Kansas may be eligible up to $3000 under the Kansas Comprehensive Grant (KCG) program. A FAFSA must be received by the Department of Education by April 1 for the following Fall. Eligible students must be enrolled full-time (minimum of 12 credits per semester) and have an $11,000 EFC or less.

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

**LOANS**

**Subsidized Federal Direct Loan**

Under the Federal Direct Loan Program, a student borrows from the Department of Education. Eligible 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. FAFSA is required to determine if a student is eligible for this assistance.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Students</th>
<th>Independent Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>$3500/$5500</td>
<td>$3500/ $9,500</td>
</tr>
<tr>
<td>Sophomores</td>
<td>$4500/$6500</td>
<td>$4500/ $10,500</td>
</tr>
<tr>
<td>Juniors</td>
<td>$5500/$7500</td>
<td>$5500/ $12,500</td>
</tr>
<tr>
<td>Seniors</td>
<td>$5500/$7500</td>
<td>$5500/ $12,500</td>
</tr>
</tbody>
</table>

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

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

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

Dependent students may borrow $2,000 more than the maximum subsidized loan limits in the form of an Unsubsidized Direct Loan. See the chart below for interest rates and origination fees applicable to the Subsidized and Unsubsidized Loans.

Dependent students whose parents are unable to borrow (often due to credit decline) the Federal Parent Loan to Undergraduate Students (PLUS) are eligible for additional unsubsidized Stafford loan amounts as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman and Sophomores</td>
<td>$4000</td>
</tr>
<tr>
<td>Juniors and Seniors</td>
<td>$5000</td>
</tr>
</tbody>
</table>

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

The Subsidized and Unsubsidized and Parent PLUS loans are subject to Interest Rates and Origination Fees. Origination Fees are deducted from the loan before the funds are sent to the College from the Federal Treasury. For more information on federal student loans go to [www.studentloans.gov](http://www.studentloans.gov).

**Federal Direct Loan Interest and Origination Fee Rates**

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Disbursed Between</th>
<th>Origination Fee</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Sub &amp; UnSub</td>
<td>10/1/2018-9/30/2019</td>
<td>1.062%</td>
<td>5.05%</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
<td>4.248%</td>
<td>7.60%</td>
</tr>
<tr>
<td>Direct Sub &amp; UnSub</td>
<td>10/1/2019-9/30/2020</td>
<td>1.066%</td>
<td>4.53%</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
<td>4.264%</td>
<td>7.08%</td>
</tr>
</tbody>
</table>

**Sources of Aid Available to SAS (Residential) Students Only**
The following awards are only available to students attending the School of Liberal Arts and Sciences, as part of the traditional-residential program.

**Institutional Grants & Scholarships**
Academic Scholarships and Connection Grants are only available to those not participating in competitive athletics. Athletic Scholarships are awarded at the discretion of the team’s Head Coach and are not awarded in conjunction with Academic Scholarships or Connection Grants. See “Athletic Scholarships” and “Other CCCK Grants” below.

**Academic Scholarships**
Many of the funds for these grants and scholarships are endowed or annually provided by friends of the College for the benefit of qualified students. These contributions provide partial funding for the academic scholarships.
All students considered for Academic Scholarships listed below must have submitted the below listed documents and demonstrated the below indicated attributes:

- Must have an admissions application on file
- Must have a high school transcript on file
- Demonstrate qualities which reflect the philosophy of Central Christian College of Kansas
- Must demonstrate writing and problem-solving skills
- Must submit a sincere letter of thanks to the donor(s) who made their scholarship possible. The Advancement Office will provide instructions. Failure to submit the letter of thanks would represent behavior and attitudes unbecoming of a CCCK student and may result in cancellation of the Academic Scholarship.

Trustee Scholarships
Testing for the Trustee Scholarships takes place on several occasions within the course of the academic year prior to the year the student commences classes at CCCK. Contact the Admissions Office for schedules and more information.

Qualifications for the Trustee Scholarships include:
- High school senior status
- 3.8 cumulative GPA minimum on a 4.0 scale

Award Amounts:
- All Trustee Scholarship winners receive $20,000 per year.
- A limited number of Trustee Scholarships are awarded each year. Contact the Admissions Office for more information.
- Renewable each year for a total value of $80,000 as long as a 3.0 CCCK cumulative GPA is maintained.

Other Academic Scholarships:

<table>
<thead>
<tr>
<th>Scholarship Title</th>
<th>Qualifications</th>
<th>Minimum cumulative GPA on a 4.0 scale</th>
<th>Award Amounts</th>
<th>Four Year Total Value</th>
<th>Renewal CCCK cumulative GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s</td>
<td>3.75+</td>
<td>$11,000</td>
<td>$44,000</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>Dean’s</td>
<td>3.50+</td>
<td>$ 9,000</td>
<td>$36,000</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>3.00+</td>
<td>$ 7,000</td>
<td>$28,000</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>2.60+</td>
<td>$ 5,500</td>
<td>$22,000</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Standard Admission</td>
<td>$ 3,500</td>
<td>$14,000</td>
<td>1.50</td>
<td></td>
</tr>
</tbody>
</table>

Failure to Maintain the CCCK Cumulative GPA Requirements to Renew
A recipient of an academic scholarship who fails to meet the CCCK cumulative GPA requirement to renew their Academic scholarship, will be awarded an academic scholarship one level lower in the subsequent academic year. Renewal eligibility is determined after the end of the Spring term and awards are adjusted for the subsequent academic immediately hereafter. Revised Award letters are sent to the student with an explanation. If summer term classes taken at CCCK result in requalification for renewal, the higher Academic scholarship will be restored for the new academic year. Classes taken at other institutions are not counted in the CCCK Cumulative GPA so summer classes taken elsewhere would not affect/improve scholarship eligibility.

Ability to Improve Academic Scholarship
Effective for students enrolling under the 2019-20 catalog, students whose CCCK Cumulative GPA, at the end of the Spring term, meets the standard for qualification to a higher level of scholarship, will be awarded the higher level of scholarship award for the subsequent academic year.

Connection Grants
A (one) Connection Grant may be added to the scholarship awards of recipients of the Academic scholarships listed above, if they meet the criterion for that grant and provide documentation thereof. Only one Connection Grant may be added. Connection grants may not be awarded in conjunction with Athletic Scholarships.

Alumni Grant
This grant is available to any dependent of a Central alumnus who attended full-time for at least one semester. This renewable grant is worth $1000 each year.

Christian Education or Home Schooled Grant
Students who have graduated from a Christian high school or home school may be eligible for this grant. All qualifying applicants will receive $1,000 each year.

Ministerial Dependent Grant
The unmarried, dependent children of ministers (pastors, associate pastors, youth pastors, music ministers, children’s pastors) or missionaries who are in active service, retired, or deceased, may receive a Ministerial Dependent Grant of $1,000, regardless of Christian denomination. Recipients must file a FAFSA and have an $11,000 EFC or less. Eligibility will be reviewed annually.

Preview Days Grant
This grant is for students who have attended scheduled preview days set by Admissions. A $1,000 scholarship is
awarded each year. Requirement: Student must attend (have attended) one of CCCK’s scheduled Preview Days (not individual visits) and paid their enrollment deposits within seven (7) calendar days of the Preview weekend they attend.

**Athletic Scholarships**
Central Christian College of Kansas offers a robust athletic scholarship program. Award determinations are at the discretion of the individual team Head Coach. The Financial Aid Office adds the Athletic Scholarship to the recipients’ awards and processes the awards but does not determine amounts or eligibility. Athletic Scholarships can be stacked with “Other CCCK Grants” (see below) but cannot be awarded in Conjunction with Academic Scholarships or Connection Grants.

**Other CCCK Grants:**
The below listed grants may be awarded in combination with Academic Scholarships/Connection Grants or Athletic Scholarships.

**Sibling Grant**
Siblings that both attend Central Christian College of Kansas full time may share a scholarship equal to twenty-five percent of the annual tuition for a full time On Ground Undergraduate. The family makes the election how the twenty five percent will be distributed. To be eligible, both siblings must attend concurrently. This grant is renewable each year provided that both students continue to enroll at Central Christian College of Kansas.

**Church Matching Grant**
This grant is available to students who receive scholarship money from their local churches. Central Christian College of Kansas will match the scholarship money up to $500 for the year (e.g. church scholarship of $500 plus Central Church Matching Grant of $500 equals $1000). Documentation from the church must be on file within the first month of the semester for grant consideration.

**Early Bird Grant**
A specialized grant in the amount of $500 for the year offered to students completing specific requirements in preparation for the upcoming academic year. Requirements differ between New and Continuing students.

**New Students**
Must complete all Admissions requirements by the deadline, which is specified by the Admissions Office. Contact the Admissions Office for requirements and deadlines. This grant is not automatically renewable but can be re-earned as a Continuing Student (see below).

**Continuing Students**
Must complete the following requirements by the deadline announced by the Financial Aid Office. Contact the Financial Aid office for more information.

- All financing processes
- Enrollment in Fall classes (registration generally opens in early April)
- Completion of all housing documentation (generally opens in late March/early April)

**FEDERAL AND COLLEGE WORK STUDY**
The following award is only available to students attending the School of Liberal Arts & Sciences, as part of the residential program.

Central Christian College of Kansas makes on-campus jobs available to students. Our experience shows that a student can earn up to $1,800 during the 9-month school year by working 6-10 hours per week. Students receive the federal minimum wage. Funds will be disbursed only in relation to hours worked, every four weeks, and only if satisfactory academic progress is maintained. Applications for campus employment and the work study program will be sent to students before school begins. Students that show financial need may be eligible to be paid using federal work study funding.

**OFF CAMPUS EMPLOYMENT**
The McPherson community has a number of off campus employment opportunities. Any off campus employment notifications will be posted in the financial aid office; however, students must go through the hiring process with the respective employer. The decision to seek such employment should be weighed carefully for its effect on a student’s academic achievement and activity involvement.

**VETERANS**
Students who are eligible for VA educational benefits should first contact their nearest Veterans Administration Office for a letter of eligibility before contacting the Registrar’s office at Central Christian College of Kansas. An online application is also available at [http://www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). See also the VETERANS, ACTIVE MILITARY, AND DEPENDENTS/SURVIVORS section of this catalog.
Charges are subject to changes as directed by the Board of Trustees. Central Christian College of Kansas reserves the right to make changes without prior notice.

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

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

**SCHOOL OF LIBERAL ARTS AND SCIENCES**

Residential Campus

<table>
<thead>
<tr>
<th>General Tuition &amp; Fees</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12-18 Credits)</td>
<td>$14,250</td>
<td>28,500</td>
</tr>
<tr>
<td>Credits over 18 (Per Credit)</td>
<td>$891</td>
<td></td>
</tr>
<tr>
<td>Student Fee</td>
<td>$100</td>
<td>$200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hourly Tuition Rates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-S Semester Credits (Per Credit)</td>
<td>$425</td>
<td></td>
</tr>
<tr>
<td>6-11 Semester Credits (Per Credit)</td>
<td>$891</td>
<td></td>
</tr>
<tr>
<td>Summer Online (Per Credit)</td>
<td>$425</td>
<td></td>
</tr>
<tr>
<td>Summer Practicum/Internship (Per Course)</td>
<td>$500</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room &amp; Board</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Double Rate</td>
<td>$2,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>(Parsons &amp; Stoll Hall, Gillespie, Kline)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premium Rate (Tri-Plex, Four-Plex N. Kline Apartments)</td>
<td>$2,500</td>
<td>$5,000</td>
</tr>
<tr>
<td>Honors Rate (Houses)</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>Meal Plan [19 Meals/Week]</td>
<td>$1,580</td>
<td>$3,160</td>
</tr>
<tr>
<td>Meal Plan [5 Meals/Week]: Premium &amp; Honors</td>
<td>$1,145</td>
<td>$2,290</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Non-Degree Seekers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School - NDS Enrollment (Per Credit)</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>High School Private Lesson Fee (Per Credit)</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Dual-Credit Tuition (Per Credit)</td>
<td>$65</td>
<td></td>
</tr>
</tbody>
</table>

Creative Dining Services is unable to meet dietary requirements.

The May term will not be an official full-term, but will be a subset of the summer term. May term costs will be added to spring term charges.

**SCHOOL OF PROFESSIONAL AND DISTANCE EDUCATION**

<table>
<thead>
<tr>
<th>Annual Tuition &amp; Fees</th>
<th>Current</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$10,200</td>
<td>$8904.00</td>
<td>$8,400.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$1,000</td>
<td>$400</td>
<td>$400</td>
</tr>
</tbody>
</table>

Earlier tuition rates only apply to CJ and Excel.

A general student activity fee of $125.00/ course covers access to the Learning Management System, Tutoring Services, and remote access to select campus events and activities. This amount is included in the Tuition & Fees quoted above.

**FEES**

**Administrative Fees**

Credit for Prior Learning Assessment Fee .......... $50.00/ Hour
Deposit ................................................................ $50.00
International Deposit ........................................ $500.00
Directed Study/Internship/Practicum ............... $50.00/ Credit
E-Portfolio Fee ............................................. $75.00
Graduation Fee ............................................... $125.00
Late Changes in Registration (After Add/Drop Date) .. $10.00
Retake Fee .................................................. $25/Credit Hour
Students International Transcripting Fee (Per Credit) $25.00
Transcript (Official) ........................................ $8.00
Student Health Insurance Plan (Per Year) ........... $1,768
Study Abroad Fee ........................................... $200.00
International Student Fee (Per Year) ............... $250.00
ID Replacement .............................................. $10.00
Vehicle Permit (Per Semester) ......................... $20.00

**Course Related Fees**

Art Courses .................................................. $85.00
Athletic Training Course Fee ............................. $10.00
Audit ........................................................... $55.00
Basic Conducting .......................................... $15.00
Care & Treatment of Athletic Injuries ................. $25.00
Ceramics Course Fee ....................................... $120.00
Commercial Insurance Fee ................................ $90.00
Culture in Context Course Fee ......................... $30.00
Education: Introduction to Education .................. $35.00
Education: Early/Culturally Diverse Field Experience . $15.00
Education: Foundations of Literacy .................... $18.00

Private Room (subject to availability): $15.00
In compliance with federal regulation, Central Christian College of Kansas maintains a fair and equitable refund policy. This policy encompasses both Institutional and federal regulations.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Withdrawal Timeframe</th>
<th>Tuition Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawing before the end of the first week of courses</td>
<td>100% Tuition Refund</td>
</tr>
<tr>
<td>Withdrawing through the third week of courses</td>
<td>70% Tuition Refund</td>
</tr>
<tr>
<td>Withdrawing through the fifth week of courses</td>
<td>50% Tuition Refund</td>
</tr>
<tr>
<td>Withdrawing through the seventh week of courses</td>
<td>30% Tuition Refund</td>
</tr>
<tr>
<td>Withdrawing after the seventh week of courses</td>
<td>0% Tuition Refund</td>
</tr>
</tbody>
</table>

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

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

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

In determining the official termination date, the College considers the week during which the student last attended classes at the College. For this reason, we strongly recommend that any student considering withdrawing during a term or semester contact the Office of Financial Aid to discuss the financial impact of their decision with a counselor.

**STUDY ABROAD AID**
Students studying in an approved study abroad program are charged the standard full-time tuition or program tuition, whichever is higher. The College bills the student for any additional fees that are billed to the College that are non-tuition related (e.g. room, board, travel, insurance, administrative fees, etc.). If the total cost of a program billed to the College is higher than the overall cost of the College the student is charged the difference. Academic and non-talent based aid, provided by the College, may be applied to approved Study Abroad programs (i.e. Best Semester, Student International). Unless otherwise approved by the sponsoring sport or department, talent-based aid will not be applied to Study Abroad programs.

The College assess a $200.00 fee for administrative fees related to any Study Abroad program. Textbooks are the responsibility of the student.

**REFUND POLICY**
In compliance with federal regulation, Central Christian College of Kansas maintains a fair and equitable refund policy. This policy encompasses both Institutional and federal regulations.
to be an entire week of attendance. However, for Title IV purposes, the Last Date of Attendance will be used for any calculations.

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

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

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

When calculating the institutional refund, the College utilizes the Date of Determination (DOD), not the Last Date of Attendance (LDA). Therefore, students planning on withdrawing should communicate their request so that the maximum amount of refund remains available. The LDA will be used for all federal refund calculations.

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

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

FEDERAL REFUND POLICY - RETURN TO TITLE IV

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

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

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

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

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

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

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

The types of aid considered under Title IV include:
- PELL
- Iraq and Afghanistan Service Grant
- TEACH Grant
- FSEOG
- Direct Loan(s)
- Perkins Loan

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

**INELIGIBLE PELL**
Federal Pell grant eligibility is determined by two factors: the student’s Expected Family Contribution (EFC) as calculated on the Free Application for Federal Student Aid (FAFSA), and the student’s enrollment status (full time, ¾ time, ½ time, or less than half time). In modular programs, Pell grant is disbursed on the assumption that students will remain at the same enrollment status for the entire term. Students that withdraw before attempting all of the credits for which they are enrolled may have a change in their enrollment status. Before a Return to Title IV Funds calculation can be completed, Central Christian College must first determine if the student’s enrollment status has indeed changed, and return any ineligible Pell funding.

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

**POST-WITHDRAWAL DISBURSEMENT**
If a student has received less aid than earned, the student may be eligible for a Post-Withdrawal Disbursement. The College will notify the student, in writing, of the eligible amount. The student will have 14 days to accept or decline the disbursement. If an acceptance is not received within this timeframe, the institution will not make the Post-Withdrawal Disbursement to the student. The disbursement will be made within 45 days.

**RETURN OF TITLE IV FUNDS FROM THE STUDENT**
If the student is required to return unearned Title IV loan funds, those FSA loan funds will be returned in accordance with the terms of the loan.

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

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

**REFUND DISTRIBUTION**
If the institutional refund calculation results in a refund due, the amounts are first restored in the order listed above in *Return of Title IV Funds Distribution* and then in the following order:
1. Other Federal Aid
2. State Aid
3. Private Aid
4. Institutional Aid
5. Student

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

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

**RETURN OF MILITARY TUITION ASSISTANCE FUNDS**
If the student withdraws within the first 60% of a course, tuition assistance funds must be returned to the military. The percentage of funds to be returned will follow this calculation: # of days from course start to last date of attendance / # of days in the course. Once the student passes 60% of the course, no funds will be returned.
Central Christian College of Kansas (CCCK) is honored to have veterans, National Guard, active duty and reservists choosing to attend classes on-campus and online. This section of the Catalog is designed to provide information about military benefits that may pertain to those students with military service and their dependents and survivors.

**VETERANS BENEFITS**

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

Phone: 1-888-GI BILL-1 (1-888-442-4551)
Website: [http://www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill)  
(Questions may be submitted in writing by clicking on the “Submit a Question” button in the right column on the page.)

All students planning to use VA education benefits must submit an application directly to the VA prior to using their benefits. This can be done on the VA website through the student’s eBenefits account. Students should be aware that it can take up to two months for applications to be processed and should plan accordingly. Students who have previously applied for benefits do not need to apply again. Instead, a “Change of Program or Place of Training” form must be submitted directly to the VA in order for the benefits to be transferred to CCCK (this can also be done through VONAPP).

When using VA benefits to pay for tuition at CCCK, students must first contact the Registrar’s Office and then inform the Business Office of their intentions.

**SCHOOL CERTIFYING OFFICIAL**
A School Certifying Official (SCO) is the main contact at a school for students using VA education benefits. At CCCK, the SCO for both the online and residential programs can be contacted through the Registrar’s Office. The primary roles of a SCO are to report the dates of a student’s enrollment and to report net tuition charges (when necessary) to the VA so that payment of the student’s benefits is activated. A SCO cannot advise a student on what type of benefits to take or how much they will receive in benefits. For that information, the student must contact the VA.

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

Benefits Available to Veterans
- Chapter 30 Montgomery GI Bill® – Active Duty*
- Chapter 31 Vocational Rehabilitation and Employment Program (VR&E/Voc Rehab)
- Chapter 32 Veterans Educational Assistance Program (VEAP)*
- Chapter 33 Post 9/11 GI Bill**
- Chapter 1606 Montgomery GI Bill® – Selected Reserve*

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

*For a side-by-side comparison chart of these benefits see: [http://www.benefits.va.gov/GIBILL/comparison_chart.asp](http://www.benefits.va.gov/GIBILL/comparison_chart.asp)

**HOW VA BENEFITS ARE DISBURSED**
Veteran’s benefits are disbursed or paid in several ways and are dependent upon what type of benefit the student is receiving. Tuition and fee payments for Chapter 33 Post 9/11 GI Bill® and Chapter 31 Vocational Rehabilitation & Employment Program are sent directly to the school. Housing and book stipend benefits associated with Chapter 33 are sent directly to the student. Benefit disbursement for all other programs is sent directly to the student, and it is the student’s responsibility to make payment arrangements with the Business Office.

Depending on the degree program, benefit eligibility, rate of pursuit, enrollment status, and processing time, students may experience a tuition balance at any time during their semester. When a balance exists, the school may require payment from another source to cover the shortfall or require the student to go on a formal payment plan. As benefits or payments are received by the school, any credit that may be created will be returned to the student within 14 days of posting to their account.

Central Christian College of Kansas bills students by semester (online/modular programs define a semester as four consecutive course dates within a payment period).
With that in mind, students should understand the frequency by which their respective benefit will be paid and how this will affect their tuition/fees balance. The following benefits are disbursed in monthly amounts that vary by program: Chapter 30, Chapter 32, Chapter 35, and Chapter 1606. The following benefits are disbursed by semester or module/course: Chapter 33, Chapter 31. Students are encouraged to visit with CCCK’s SCO to determine if additional contact with the Financial Aid or Business Office would be appropriate.

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

Fifty percent of any net tuition and fee charges that exceed the maximum cap will be funded by CCCK, and fifty percent will be funded by the VA. Please visit the GI Bill® website for the current benefit cap. Net tuition and fee charges are defined as the tuition and fee charge less any waiver or reduction of tuition and fees that is provided directly to the school and is specifically designated for the sole purpose of defraying tuition and fees. This may or may not include aid received from scholarships, Federal or State government agencies, CCCK, or employers.

Yellow Ribbon funds that are provided by the VA will be sent directly to the school. Yellow Ribbons funds that are provided by CCCK will be disbursed in the form of an institutional grant. For more information on the Yellow Ribbon program, please visit the GI Bill® website.

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

RATE OF PURSUIT
The VA calculates a figure known as the “Rate of Pursuit” to determine enrollment status. The only CCCK programs directly affected are those that utilize modular 6-week courses. Rate of Pursuit involves how long it takes a student to complete a certain number of credits. In CCCK’s 6-week course programs, it takes longer than a traditional semester to earn the same number of credits. Students taking courses during a traditional semester take 15 weeks to complete 12 credits (a full time load). When taking one 6-week course at a time, it takes 24 weeks to complete those same 12 credits. Since the Rate of Pursuit is slower, the VA considers the enrollment status of these programs to be three-quarter time.

ADDITIONAL MILITARY DOCUMENTS THAT MAY BE REQUESTED
The following documents may be requested by the School Certifying Official or Academic Office:
- Copy of the application for VA Education Benefits
- Certificate of Eligibility (COE)
- Notice of Basic Eligibility (NOBE)
- DD-214 Copy 4 – Veteran’s discharge or separation documents
- 22-1995 /22-5495– Change of Program or Place of Training form
- 28-1905 – “Authorization and Certification of Entrance... into Rehabilitation...”

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

The Department of Defense (DOD) has directed a uniform TA fiscal policy across the military services. Currently, the fiscal year cap is 16 semester credits and $250 per credit. Payment is usually sent directly to the school. See the Financial Aid section for information on the Military Tuition Assistance Grant provided by CCCK.

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

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

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

For students who receive the Top-Up benefit, regular GI Bill® benefits will be reduced. In no case can the amount paid by the military combined with the amount paid by the VA be more than the total cost of the course.
KANSAS NATIONAL GUARD EDUCATIONAL ASSISTANCE
The Kansas National Guard Educational Assistance program is intended to provide funds for the payment of tuition and fees for enlisted members of a Kansas Air/Army National Guard unit. Full time enrollment is not required. The recipient must have less than 20 years of service with the National Guard and must not already have obtained a bachelor’s degree.

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

CREDIT FOR MILITARY TRAINING
See “Category Seven – Military Credit” under the Transfer Credit Policies section of this Catalog for more information on receiving credit for military education and experience.

FINANCIAL AID
Students that are receiving any type of military benefit may also be eligible for federal, state, and institutional financial aid. Please refer to the financial aid sections of this Catalog for a more detailed explanation of other aid types and eligibility requirements. Highlighted here are financial aid options specific to veterans, military personnel, and/or dependents.

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

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

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

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

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

PROGRAM EXPENSES
Certain programs require students to self-report tuition and required fees. These charges are subject to changes as directed by the Board of Trustees. Central Christian College of Kansas reserves the right to make changes without prior notice.

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

WITHDRAWAL
Please see the Financial Aid section of this Catalog for the withdrawal process as it relates to financial aid and when and how charges are prorated in the event of a withdrawal. Withdrawals from a course or a program can result in a balance due from the student. Students are responsible for learning how a withdrawal will affect their financial obligation to the school or outside agency. It is highly encouraged for all students receiving Veteran’s Benefits and/or Tuition Assistance to contact their School Certifying Official and Financial Aid representative before ending their enrollment in any particular course or program.

Withdrawals are required to be reported to the VA/military and may cause an overpayment that is the student’s responsibility to pay.

WITHDRAWAL DUE TO BEING CALLED TO ACTIVE DUTY
Central Christian College of Kansas would encourage any student who is called up for active duty or mandatory training to continue their enrollment if possible. In the event that a student must or chooses to withdraw due to
receiving order for deployment or long-term training, CCCK will honor the student’s service by forgiving any institutional charges that are incurred as a result of their withdrawal (provided proper documentation has been submitted). This includes the waiver of the Withdraw Fee and the refund of Tuition and Fees for courses not attended. It is expected that institutional charges incurred prior to the withdrawal will be satisfied by the student. Students who withdraw for any other reason will follow the withdrawal and refund procedures as outlined in the Financial Aid section of this Catalog.

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

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

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

An official copy of the transcript is maintained permanently in the Office of the Registrar. All other records are forwarded to the College Archives one year after withdrawal or graduation. This office maintains these files indefinitely for archival purposes.

CLASSIFICATION OF STUDENTS AND RESIDENCY REQUIREMENTS
To become a member in full standing of one of the classes, a student must have earned credits as follows:

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

A student is required to take 15 of the last 30 credits at Central Christian College of Kansas to be a candidate for an associate degree, and 30 of the last 60 credits from Central Christian College of Kansas to be a candidate for a bachelor degree.

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

DEGREE VERSION SELECTION/CATALOG REQUIREMENTS
In order to graduate, students must meet the requirements of the program version as articulated in the Catalog of the year of their initial matriculation. Students may opt to meet the requirements of a later program version (as described in subsequent Catalogs), provided that they have maintained continuous full-time enrollment since their initial entry in the College. Students not maintaining full-time enrollment must meet the requirements of the Catalog closest to their point of reentry. As with all full-time students, reentry students may opt to meet the program version requirements of subsequent Catalogs, provided that they maintain full-time enrollment. In order to change catalog versions, students must make an official request through the Registrar’s Office.

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

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

ADVISING
Upon enrollment, each student is assigned an academic advisor (SAS) or student success advisor (SPE). It is the task of the advisor to offer guidance and assistance to individual students, who ultimately remain responsible for educational planning. It is the responsibility of the student to remain aware of academic requirements.

To assist the student, the Catalog includes Graduation Data Sheets related to each major, minor, emphasis, and concentration offered. These tools allow the student to ascertain the courses needed for graduation and equip them with the information for planning. Furthermore, the student portal provides a degree progress audit, which assists the student in tracking academic progress. The Registrar’s Office is also available to answer questions regarding degree progress.

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 of Kansas 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 Success Center and provide verification of eligibility. It is the responsibility of the student to initiate contact with the Success Center.
COURSE LOAD/STUDENT STATUS
A full-time student is defined as one who is taking a minimum of 12 credits in a term. The length of study is dependent on the specific program and credit hour requirements of the program. A student is considered part-time if he or she is taking 1-11 credits in any given term.

SCHOOL OF LIBERAL ARTS AND SCIENCES
Twelve to sixteen semester credits (Fall & Spring) are considered a full load. The load of an entering student will be set after consideration of the quality of previous work shown by his or her transcript and performance on various tests. A student on probation may have a restricted load.

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

SCHOOL OF PROFESSIONAL AND DISTANCE
All School of Professional & Distance Education programs operate on a semester system, with four courses (modules) associated with each semester. Courses are in an accelerated format and taken one at a time. Course dates occur all through the year and semester dates are based on each student’s individual schedule. Unless in a 5-week course program, courses fall back-to-back with no breaks in between. There are two 2-week breaks for Christmas and summer. The adult learner with many demands and requirements will need the support and encouragement of family and employer.

Students that desire to enroll in more than 15 credits in any given semester by taking 2 courses per module will need the permission of the Dean of the School of Professional & Distance Education. Such requests are typically only granted when the student has a cumulative GPA above 3.5 and has completed at least one full semester (4 courses) of 12 credits through SPE. Students should consult a Financial Aid Representative since enrolling in over 12 credits in a semester may impact the financial aid package.

COLLEGE SEMESTER CREDITS
The residential program at Central Christian College of Kansas operates on the semester system. In accordance with Federal policy, Central Christian College of Kansas defines a credit hour as the amount of work represented in intended student learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates in traditional terms, not less than one hour of online and/or on-ground classroom and/or direct faculty instruction, and a minimum of two hours of out-of-class student equivalent work over a different amount of time; or at least an equivalent amount of work as required for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

Course developers and subject matter experts are to ensure that the quantity of student learning required to earn a semester credit is reasonably equivalent to 45 hours of coursework over the duration of the course through activities that address and demonstrate student competency in the defined learning outcomes; and draw upon recommended instructional practices.

Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectations for the time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students' final course grade, time required of students to read and understand content developed by course faculty, and time required of course faculty and students to participate in online and/or on-ground conference and engaged activities. The time required of students to complete assigned learning activities shall not include time required to read a course syllabus.

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

PLACEMENT EXAMS

MATH PLACEMENT SCORES
All students enrolling in College Algebra and Intermediate are required to complete the CCCK Algebra Placement Exam. The score on this test will determine what class the student attends.

ENGLISH PLACEMENT SCORES
School of Liberal Arts and Sciences students who do not meet the basic competencies for English are required to enroll in EN-CP 120. These prerequisites are waived for students providing evidence of the following:

- A grade of C or above in AP English coursework evidenced on the high school transcript.
- A passing grade on equivalent coursework, eligible for transfer.
- A score of 550 or higher on the Critical Reading section of the SAT (Prior to July 2011)
• A score of 500 or higher on the Critical Reading section of the SAT (Past June 2011)
• A score of 680 or higher on the writing section of the SAT (2005 or later)
• A score of 22 or higher in the English section of the ACT (1989 or later)
• An equivalent score on an industry approved placement test (i.e. Accuplacer, Compass, etc.)

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

Every course listed in the Catalog is preceded by a number. Courses offered at the 300 level or above are defined as upper-level. The following criteria differentiate upper- from lower-level credit:
• Standards for the quality of work submitted are more stringent.
• 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.

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

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

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

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

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

ATTENDANCE
The attendance policy at Central Christian College of Kansas is based on the College’s respect for the individual and communal learning experience. Attendance at all classes, laboratories, field trips, rehearsals, etc., is the privilege and obligation of each student because it represents a commitment to scholarship and professional development. The interaction of students and teacher is an integral part of the education process, and as such cannot be replaced. Absences undermine individual learning and diminish the effectiveness of the group learning process.

A college degree represents scholarly work completed and presumes that the student was an active participant in the learning process. Therefore, to uphold fiduciary responsibility to the student, funding sources, and stakeholders, the College maintains a general attendance policy.

MONITORING ATTENDANCE (SAS)
The College does monitor attendance in order to stay in compliance with regulations established by the Department of Education, Veterans' Administration and Health and Human Relations.

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

Any student not participating within the first seven days of a course will be considered a No Show and withdrawn from the course, which may result in withdrawal from the College.
Any student with an excessive period of non-attendance (e.g. 14 days, 25% of the class), may be withdrawn from a course. The withdrawal process commonly occurs after the tuition refund date; therefore the student should carefully monitor attendance since withdrawal from courses frequently has residential, financial aid, athletic eligibility, academic, and financial consequences. Withdrawal from courses can trigger a recalculation of Federal Aid. Students should be aware that there is a $25.00/credit fee to retake a course, even if the retake is the result of a withdrawal.

A student may appeal a withdrawal if he or she feels that the withdrawal was unwarranted or executed inaccurately. The appeal must be submitted in writing to the Chief Academic Officer within 40 hours of the withdrawal.

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

EXCUSED ABSENCES (SAS – RESIDENTIAL)
Excused absences include those absences that are caused by:

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

Absences, as a result of the issues listed above, although they will not result in a direct penalty to the student, will be assessed toward overall absence count. Arrangements to complete any missed assignments is the responsibility of the student. Faculty reserve the right to penalize students who do not make arrangements for missed work within one class period of the student’s return to class.

The sponsor of any organized group, class, share team, or athletic team will submit the names of the group members and the time scheduled to be away from campus to the Academic Office three school days before the group’s departure.

The absence from class of any student so listed for participation in an approved activity shall be an excused absence; but, if a teacher believes that a student’s absences are putting the student’s class performance at risk, the teacher shall request the Academic Office not to approve the student’s name for further participation in off-campus activities.

The Academic Office will issue an approved excuse list concerning “official” student absences. A list of approved activities is listed below. The Academic Office does not issue excused absences due to illness or personal hardships. These must be handled by the individual instructors on a case-by-case basis. Please notify the Academic Office concerning students who are facing personal hardships, such as hospital stays, extended illness, funerals, etc. While the Academic Office will not grant an “official” excuse, we will be sure to notify other affected faculty and staff of the situation.

MONITORING ATTENDANCE (SPE - ONLINE)
Due to the concentrated scheduling in the School of Professional & Distance Education programs and the emphasis upon participatory learning, SPE learners need to maintain regular and consistent attendance. Absence due to illness or other emergency situations must be made up through activities required by the facilitator in that module. It is the student’s responsibility to contact the facilitator in advance of any anticipated absences to discuss missed class content. It is also the student’s responsibility to contact the facilitator following unanticipated absences. The facilitator determines make-up assignments for all absences. It is expected that make-up arrangements will be equivalent to four hours of class time.

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

Academically related activities include, but are not limited to —

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

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

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

Participation in academic counseling and advising is not considered academic attendance or attendance at an academically related activity.

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

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

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

Non-participation exceeding 14 days at any point in any course will cause the student to be withdrawn. Students should be aware that there is a $25/credit fee to retake a course, even if the retake is the result of a withdrawal.

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

Late Work Policy (SPE – online)
Due to the pace of the courses associated with the School of Professional & Distance Education, late assignments are not accepted for credit, unless arrangements have been made with the facilitator ahead of time. Students may appeal the facilitator for late work consideration, though the College mandates a 10% reduction be applied to the final score for each day the assignment was late.

Final assignments are due the last day of the module (11:59 PM CST) and are not eligible for any appeal or daily point deduction. Assignments submitted after this date and time will not receive credit.

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

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

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

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

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

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

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

A student will be considered unofficially withdrawn from the College if he or she is withdrawn (officially or unofficially) from a class and does not follow College
procedure for maintaining positive participation in the term.

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

WITHDRAWAL PROCEDURES

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

FAILURE TO THRIVE

Any student who has earned a term GPA of 0.00, through the accumulation of W, F, WP, or WF grades, may be administratively withdrawn from the College, regardless of financial aid status. If this occurs, the student will not be permitted to begin a new term.

In order to remain enrolled, the student will need to appeal the withdrawal, in writing. The appeal must describe the extenuating circumstance that kept the student from maintaining academic progress and provide a detailed plan through which the student can improve academic performance in the future.

Students with a 0.00 term GPA may be subject to a financial aid inquiry, which can trigger a recalculation of aid awarded during the term in which the student posted a 0.00 term GPA. Federal refund calculations will only consider days in which positive attendance can be confirmed. Students earning a 0.00 term GPA, at the completion of a term, are not eligible for any institutional refunds, regardless of the findings of the financial aid inquiry. The student is responsible for any balance that results from these calculations.

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

ACADEMIC BREAKS (SPE – ONLINE)

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

1. If the student drops a course, prior to the Add/Drop date (fourth day of the course), this may modify the enrollment status of the student (e.g. Three-Quarter Time, Half-Time, Part-Time). Financial aid for the term may be modified and the student may receive a refund of tuition. **The student must confirm his or her intent to return to the next module before dropping the course.** A student will be considered withdrawn from the College, if he or she fails to provide written confirmation of his or her intent to return to a future course, within the same term (payment period).

2. If the student withdraws from the course after the Add/Drop date (fourth day of the course), enrollment status remains unchanged. Courses dropped after the Add/Drop period will be recorded on the transcript with a “W” during the first 50% of the course, after which a grade of “WP” or “WF” will be awarded. Financial Aid for the term will not be modified and no refund for tuition is available. **The student must confirm his or her intent to return to the next module before dropping the course.** A student will be considered withdrawn from the College, if he or she fails to provide written confirmation of his or her intent to return to a future course, within the same term (payment period).
### Drop Date

<table>
<thead>
<tr>
<th>Drop Date</th>
<th>Enrollment Status</th>
<th>Grade Earned</th>
<th>Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>Drops to Three-Quarter Time, Half-Time, Part-Time</td>
<td>No Grade Earned, course does not show up on transcript</td>
<td>Financial aid for the term will be modified and the student may receive a refund of tuition.</td>
</tr>
<tr>
<td>After</td>
<td>Unchanged</td>
<td>“W” during the first 50% of the course, after which a grade of “WP” or “WF” will be earned</td>
<td>Financial aid for the term will not be modified and no refund for tuition is available.</td>
</tr>
</tbody>
</table>

A student dropping or withdrawing from the fourth module will immediately be considered withdrawn from the College. If the student fails to return, the student will be considered withdrawn and the last date of attendance will be used to determine return of Title IV Funds (the Day of Determination will be used for Institutional calculations). Students may reapply for admission to the College by following the readmission process outlined in the Student Handbook.

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

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

### DEGREE REQUIREMENTS

#### BACHELOR

The following requirements apply to all Bachelor level programs associated with the School of Liberal Arts and Sciences.

1. At least 120 semester credits
2. The 120 credits must include at least 30 upper division credits.
3. At least 30 of the last 60 credits must be from Central Christian College of Kansas.
4. Minimum GPA of 2.00
5. Approval of the faculty
6. Completion of required assessment protocols

The accrual of 120 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

#### ASSOCIATE OF ARTS

The curriculum for the Associate of Arts degree is a 60 credit hour program. Students who complete the Associate of Arts degree will find an easy transition into a four-year program, since the completion of the Associate of Arts fulfills the General Education requirements associated with:

1. Sixty semester credits
2. At least 15 of the last 30 credits must be from Central Christian College of Kansas.
3. Minimum GPA of 2.00
4. Approval of the faculty
5. Completion of required assessment protocols

The accrual of 60 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

#### Concentrations

Students may choose to focus their studies by choosing a concentration. Concentrations share requirements with minors and liberal studies tracks and may be found in the Minors section of the Catalog.

#### ASSOCIATE OF GENERAL STUDIES

The curriculum for the Associate of General Studies degree is a 60 credit hour program with a liberal studies approach. Greater flexibility allows the student to use more credits for further study in his or her area of concentration.

1. Sixty semester credits.
2. At least 15 of the last 30 credits must be from Central Christian College of Kansas.
3. Minimum GPA of 2.00
4. Approval of the faculty
5. Completion of required assessment protocols

The accrual of 60 or more credit hours, without meeting the specific requirements or standards associated with a degree, does not entitle any student to a degree.

#### Concentrations

Students may choose to focus their studies by choosing a concentration. Concentrations share requirements with minors and liberal studies tracks and may be found in the Minors section of the Catalog.

#### DECLARATION OF PROGRAM/MAJOR

In order to be eligible for Title IV funds, students must declare a program of study (Bachelor or Associate). Students not declaring a program of study are classified...
non-degree seeking students and are not eligible for financial aid.

Students having declared General Studies/Undecided prior to 60 attempted credit hours must declare a departmentally sponsored major, declare as an Associate Degree seeker, or become a Non-Degree seeking student (not eligible for financial aid) once they attempt 60 credits.

Declaring a minor is optional and does not constitute a graduation requirement.

Requests to declare or change major, emphasis, concentration, track, or minor must be made through the Registrar. Requests must be signed by the student.

DUAL MAJORS AND DEGREES

DUAL MAJORS
Students enrolled at the College may seek to fulfill the requirements of an additional major, which will be added to his or her transcript after successful completion. Transfer students, having graduated from another institution may not seek an additional major but may enroll for a second degree.

Students seeking to complete an additional major or degree are required to meet all requirements associated with both programs. Students must also have 30 unique credits associated with the second major or degree. The requirements for either major or degree can be used as electives for the second major or degree.

Students transferring into the College with a degree, seeking an additional degree, will need to complete a minimum of 30 residential credits (at Central Christian College of Kansas) and meet all requirements associated with both degrees.

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

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

GRADES
Grades awarded and their meanings are listed as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Included in Credits Attempted</th>
<th>Included in Credits Earned</th>
<th>Included in GPA Calc.</th>
<th>GPA Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>93-100</td>
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<td>✔</td>
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<tr>
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<td>0</td>
<td>NA</td>
</tr>
</tbody>
</table>
NR ...................Not Reported: The grade was not reported to the Registrar. Contact should be made with the instructor.
PR .....................Proficiency Examination (Pass)
TR .....................Transferred credits
W .......................Withdrawn
WF .....................Withdrawn Failing
EX .....................Experiential Credits

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

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

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

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

Applications for incompletes are available through the Office of the Registrar. Applications for incompletes must be submitted no later than the final week of courses (prior to the beginning of finals). Applications submitted during finals or after the last day of the course will not be considered. There is a $10.00 fee associated with the application process.

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

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

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

Retaken courses are charged at the normal tuition rate and will count toward the number of credits taken during that term. The highest grade achieved in the course will be used to compute the overall GPA, even if a subsequent retake results in a lower grade.

Special provision is made for retaking courses in programs where all students are expected to enroll in a class on a continuing basis. These courses use the same course number and syllabus, but content changes for each term (i.e.: choir, jazz band, ministry team, etc.). These courses are repeatable as many times as the Catalog articulates.

All courses, including retaken and repeated courses, will remain a part of the student record and will be flagged on the transcript. Retaken courses, regardless of grades received, will only count once toward graduation requirements.

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

CONTINUING EDUCATION UNITS (CEU)
Continuing education units (CEUs), are awarded to signify successful completion of non-credit programs and courses intended to improve the knowledge and skills of individuals engaged in the learning experience. Among the most common uses of CEUs are to record refresher, transitional, or knowledge improvement accomplishments for professional workers undergoing what is called continuing professional education. This differs from traditional credit bearing learning experiences, which are focused on comprehensive coverage of a subject or field.

One (1) CEU equals ten (10) contact hours of learner interaction with the content of the learning activity, which includes classroom, self-paced instruction, pre/post assignment, practicum, or homework in support of a
learning outcome, administered by a qualified\textsuperscript{11} continuing education provider. A contact hour is once clock hour of interaction between a learner and instructor, or between a learner and materials, which are designed to engage the content of the course. Contact implies a connection between a learner and a learning source (i.e. faculty, other learners, materials, etc.) For purposes of the CEU, the connection is two-way; that is, the instructor of learning source must monitor the learner’s progress and provide some form of feedback to the learner. This definition applies for face-to-face interaction as well as distance learning programs. The CEU should not be awarded for learning activities in which individuals are engaged in unplanned, unsupervised, or non-sponsored learning.

CEUs are similar in theory to academic credits but differ in two important respects:

1. CEUs are not awarded for academic study and do not represent or provide, academic credit; and
2. CEUs may be awarded for a variety of experiences in different settings whose only common criterion is that they be measurable, supervised educational or training experiences with defined starting and ending points.

To calculate CEUs, the number of contact minutes is divided by 60, and again divided by 10, which can result in a fractional number, rounded to the nearest tenth.

**APPROVED LEARNING ACTIVITIES**

The following are learning activities, recognized by the College that may be used to calculate CEUs:

- Class Meetings: Classroom or meeting session administered by a qualified instructor or leader.
- Self-paced Learning Experiences: Activities in which the learner is engaged in a planned program of learning, whereby the learner’s progress is monitored and feedback provided. The experiences must be prescribed and should allow the standardized hour calculations provided in the Faculty Manual.
- Assessment: Activities associated with learner assessment and program evaluations.
- Field Experiences: Field trips, labs, projects, assignments which are associated with a course or program and are validated by qualified instructor.

CEUs are most commonly converted via a formula that considers at least ten (10) CEUs to equal a single academic credit hour.

**CEU CONVERSION**

Some CEUs, earned at CCC\textsuperscript{12} can be converted into academic credit hours. Academic credit can only be granted for CEUs if:

1. The subject matter and nature of the CEU experience is approved as applicable to consideration for academic credit.
2. The continuing education experience has been analyzed for content and level and, if necessary, the person holding the CEUs has been examined;
3. A formal recommendation is made by competent academic authorities (faculty, review board, etc.) based on an agreed conversion formula.

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**AUDITING COURSES**

In an effort to broaden their educational experience, students may audit a course (sit in unofficially). The student must have the permission of the instructor. Students auditing a course are not expected to complete assignments, take examinations, or participate in classroom discussion. Students may change a course from audit to credit or credit to audit before the add/drop date.

Courses required for the completion of a degree cannot be audited and count toward the completion of the degree. Audited courses cannot be retroactively changed to credit earning courses. If a student misses over 25% of an audited course, that course is not eligible to be added to the transcript.

**VISITING STUDENTS**

Visiting students and individuals auditing courses are required to abide by the same behavioral expectations of all students attending Central Christian College of Kansas. Students that are disruptive to the culture of the College will be asked to leave. In addition, Central Christian College is not responsible or liable for any loss or theft of personal property. As deemed necessary, the College may require individuals to demonstrate proof of insurance before engaging in activities.

\textsuperscript{11} The instructor must be vetted through the appropriate department, with final approval through the Office of the Provost. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered. At minimum, qualified instructors possess an academic degree relevant to the subject they are teaching (or a minimum of 18 graduate hours if teaching outside their field), and at least one level above the level they are teaching except in programs for terminal degrees or when equivalent experience is established.

\textsuperscript{12} CEUs earned outside of the College are not eligible for review for CCC. Students wanting academic credits for CEUs earned outside of the College must use an external credentialing agency, and provide documentation of the credit evaluation. Credits earned through CEUs will be applied to the transcript as CPL (Credits for Prior Learning).
**DIRECTED STUDY PROGRAM**

The basic purpose of Directed Study courses is to provide the student opportunity to pursue his or her special interests beyond the limits of the current schedule. Directed Study courses are primarily the responsibility of the student and proceed on the basis of student initiative, although always under the guidance of an instructor from the department in which the work is undertaken.

Conferences between the instructor and the student are arranged by mutual agreement. It is recommended that Directed Study courses be undertaken only by students of above-average qualification in the given department of study. Completion of the Directed Study course involves the following steps:

1. **The student must qualify by:**
   a. Completing one semester at Central Christian College of Kansas.
   b. Gaining the approval of the department.

2. **The application form (obtainable in the Academic Office or from an advisor) requires a detailed syllabus and the signatures of approval of the faculty sponsor and the Department Chair. Each student should expect to invest 40 hours per hour of credit.**

The student may receive two to four credits for each Directed Study course, with a maximum of six credits earned through Directed Studies per semester.

There is an overall maximum accumulation per department of twelve Directed Study transcripted credits toward a BS or six transcripted credits toward an AA or AGS.

**INTERNSHIPS/PRACTICUMS**

Internships and practicums are defined as integrations of classroom work and practical experience in organized programs, designed to expose students to the world of work while earning college credit on the job. (These may or may not be paid positions.)

Through such programs, students are able to become more involved in their own education and can combine academic organized classroom experience with experience designed to help them investigate work activities, job responsibilities, job atmosphere, and lifestyles which are of interest to them.

Participation in an internship or practicum involves the following:

1. The student in good academic standing, having at least sophomore status and departmental approval.

2. The application form (obtainable in the Academic Office) requires job title and description, learning objectives, dates of employment, work hours, etc., and signatures of approval from the coordinator, the faculty sponsor, and the employer.

The participating student, upon completion of a work period, can receive a minimum of two credits up to a maximum of five credits for the work experience based on a ratio of forty hours per credit. This may be done on the parallel plan with the student working part-time while attending school or on the alternate plan with the student working full-time during the summer months.

A number of academic programs require internship and practicum experiences. Students should be aware that many times these professional field experiences require the student to submit to background checks, fingerprinting, and drug screening. In most cases, it will be the responsibility of the student to cover all expenses related to that process.

Criminal records may jeopardize the ability of a student to participate in a practicum or internship. Furthermore, students seeking licensure may endanger the process if their criminal record is of concern. Central Christian College of Kansas does not guarantee that successful completion of a program ensures licensure, certification, or employment in a given vocation or field.

**PARTNERSHIPS • OFF-CAMPUS STUDYING ABROAD/TRAVEL**

Each year, faculty host off-campus excursions both in the United States and abroad. Past trips have included destinations in Africa, Mexico, Costa Rica, the United Kingdom, Greece, Turkey, Israel, Japan, Italy, as well as locations in New York, Florida, Nashville, Arizona, and New Mexico. These trips are made by special arrangement and require fees not included in regular tuition.

**PARTNERSHIPS**

Partnership programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. Students must submit an application for these interdisciplinary opportunities through the Academic Office for all off-campus study. Students receiving credit through Central Christian College of Kansas for most off-campus study programs will be billed by the College, which will forward funds to the relevant program. Students receiving credit through Central Christian College of Kansas while enrolled in off-campus programs may be eligible to receive state and federal financial aid. Students should seek information and assistance about receiving state and federal aid for off-campus study from the Financial Aid Office and should
work out payment arrangements with the Business Office early in their planning stages. Students should not commit to enroll in off-campus programs until financial aid and payment arrangements are confirmed.

PARTNERING COLLEGES

Students wanting to take courses at a partnering college will need the approval of their advisor, the Department Chair over their major, and permission of the Provost. Permissions to take courses at a partnering college are dependent on meeting the following criteria:

1. The course represents an option not currently offered in the Central Christian College Catalog and is needed by the student in accordance with their educational or occupational goals. The student may have to articulate this need in a formal proposal.

2. If the course is offered by Central Christian College, but scheduling conflicts (work or course) will keep the student from being able to register for the course, enrolling at a partnering school may be an option. Scheduling conflicts exist when the students Central Christian College course schedule is filled with courses required by their major, which do not allow for the student to also add the course(s) being considered for the partnering school. The student will need to defend why the course must be taken in the given semester.

3. Capstone courses are not eligible for consideration without the direct permission of the Department Chair or Program Director. The student may be required to complete additional assignments, assessments, or other obligations needed for assessment that would have been completed in the campus related course.

Under certain circumstances the student may pay the difference between Central Christian College’s and the partnering college’s tuition rates, along with fees and other charges.

College Consortium

Central Christian College of Kansas entered into a partnership with College Consortium starting summer 2018 to offer online course options to students. Students can choose pre-approved courses from schools across the country to complete classes they can’t get in their schedule otherwise. There is no additional fee for these courses if taken during the fall or spring semester as long as the school has a signed agreement on file. Summer courses will be charged separately. The Registrar’s Office maintains and publishes the list of courses for each semester.

Central Christian College of Kansas has signed consortial agreements with the following colleges and universities:

- All KICA Schools
- Schreiner University
- Texas Wesleyan University
- University of Mount Olive
- University of the Incarnate Word
- William Peace University
- Ferrum College

Students from schools that are part of the College Consortium are also able to register for online courses offered by Central Christian College of Kansas.

Students International

This unique cross-cultural learning experience is designed to accentuate the Fit Four Outcomes of the College. Through this experience, students will have the opportunity to serve a local community, while also engaging in occupational training and development. Occupational areas include:

- Agriculture
- Technology
- Art & Media
- Construction
- Dental
- Education
- Health Care
- Microfinance
- Physical Therapy
- Prison Ministry
- Social Work
- Sports
- Veterinary

The costs associated with this experience are updated on an annual basis in the spring semester, for the following academic year. In addition to the charges associated with the trip, the College charges an additional $100.00 administrative fee and a $25.00 transcripting fee for each credit hour attempted.

More information can be found at: [http://www.stint.com](http://www.stint.com) or by talking with the Academic Office.

CCCU Student Programs (Best Semester)

Central Christian College of Kansas, as an affiliate member of the Council for Christian Colleges and Universities (CCCU), offers the following semester and summer programs. More information about individual programs can be accessed through www.bestsemester.com or through www.centralchristian.edu/academics.

- CCCU–American Studies Program
Constitution Day activities are hosted on the following day. In additional to classroom discussions and activities, the Library engages a number of interactive for students and members of the College community to commemorate the signing of the Constitution.

ACADEMIC INTEGRITY/PLAGIARISM

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33 Unless the 17th falls over a weekend, at which time Constitution Day activities are hosted on the following Monday.
The mission of Central Christian College is to provide a Christ-centered education for character. This outcome is echoed in the Community Expectations Covenant and Code of Character, which provide the behavioral basis for how elements of character are defined at Central Christian College of Kansas. Activities such as plagiarism, impersonation, fabrication, sabotage, cheating, and deception represent severe departures from the expectations of those attending an institution dedicated to producing men and women of good character. Furthermore, such activities represent a form of embezzlement since they communicate the attainment of knowledge, skills, and abilities that may not truly be mastered by the individual.

The College understands that not all students may agree or understand how standards of academic excellence are violated; therefore the student should become familiar with the practices to avoid. Students do not have the option to appeal to ignorance in cases of academic dishonesty. This section of the Catalog is designed to help educate the student, but this is in no means an exhaustive description. If there is any element of doubt, it is the responsibility of the student to communicate with officials of the school in order to determine if his or her actions could be defined as appropriate.

Academic dishonesty is best defined as any action that misrepresents the aptitude or ability of a student or misappropriates the work of others. Such actions undermine the academic integrity of the College and subvert its educational goals. Activities that might be considered examples of academic dishonesty include but are not limited to:

- **Plagiarism**: The intentional failure of the student to attribute credit to an individual or entity for ideas, words, or data that were not originally derived by the student. This can be done through the omission of quotation marks, improper or omitted references, or payment or use of a paper, assignment, project, or response created by someone else.

- **Impersonation**: The act of falsifying identity in order to gain an advantage on an assignment or assessment.

- **Fabrication**: The falsification of information and data in order to obscure, distort, or bias an assignment or assessment. This can be done through the misrepresentation of data or opinion, falsifying references or data, distorting information or data, or misrepresenting time or level of involvement to influence the grade.

- **Sabotage**: The willful act of undermining the academic work of others.

- **Cheating**: The intentional choice to deceive others by appearing to have a level of mastery that does not truly reflect the level of understanding currently obtained by the student. This can be done through copying, allowing others to copy, using unauthorized materials, receiving unauthorized assistance, repurposing already completed assignments, or paying, coercing or convincing another to complete work assigned to the student (or doing the same for another student). It also includes the act of obtaining or providing aid outside of the articulated parameters represented by the assignment or assessment.

- **Deception**: Providing falsified information in order to escape consequences or outcomes that would be sanctioned under differing circumstances.

All cases of academic honesty will be investigated and arbitrated. No student will be allowed to graduate until all rulings have been finalized. In those cases where an allegation of academic dishonesty is filed after a diploma has been granted, the College reserves the right to revoke graduate status, if the allegation results in a ruling against the student.

A grade of “FX” may be reported on the transcript for any course failed due to academic dishonesty.

All records regarding adjudication of academic dishonesty will be kept in the Office of the Provost. These records will remain confidential and will be maintained for a minimum of five years. After five years, files may be destroyed unless there is evidence to suggest that maintenance of said files is required for continued adjudication.

**ADJUDICATION OF ACADEMIC DISHONESTY (SAS)**
Acts of academic dishonesty are submitted to Department Chairs for adjudication. The arbiter (Chair) is required to notify the student (in writing) that an allegation of academic dishonesty has been made against him or her. This communication must be dispatched seven days prior to the hearing. The communication will include an official invitation to meet with the chairperson for an official hearing. The time, date, and location of the hearing should be specifically highlighted.

The arbiter is responsible for conducting the hearing. Those present for the hearing should include:
1. The chairperson or designated arbitrator
2. The student
3. The faculty member who submitted the allegation

In addition, the student may request that an additional member of the faculty be present to serve as an advisor, including his or her academic advisor.
Witnesses can be called. These individuals should not be present during the hearing, other than at those times during which they are being directly questioned by the student or faculty member.

Once the arbiter has closed the hearing, he or she will determine if there is sufficient evidence to support the allegation of academic dishonesty. If there is sufficient evidence to support the allegation, the arbiter will contact the Office of the Provost to determine if a previous act of academic dishonesty has been recorded. If it is found that the student has already recorded an act of academic dishonesty, the entire case will escalate to the Office of the Provost, who in turn will submit the case to the Vice President of Student Affairs for a hearing with the Judicial Affairs Committee. The arbiter is still responsible for informing the student of his or her decision and notifying the student that the case has escalated to the Office of the Provost.

If it is the ruling of the arbiter that academic dishonesty has occurred and communications with the academic office do not uncover any other recorded acts of academic dishonesty, he or she is responsible to determine an appropriate punitive response. The arbiter is mandated to impose one of the following sanctions:

1. A reduced grade or failure of the assignment or assessment
2. A reduced grade or failure of the course
3. Failure of the course with the designation of WF or FX on the transcript

Other sanctions may be imposed, such as completion of a reflection paper on integrity or academic honesty, meeting with the Director of Student Success, etc. However, these sanctions are in addition to one of the minimum sanctions listed above and do not replace any of these sanctions.

It is the responsibility of the arbiter to inform the student of any sanctions. All communication concerning punitive action should include a statement informing the student of his or her right to appeal. Once the communication to the student has been sent all records will be submitted to the Office of the Provost for processing.

A student has the right to appeal the decision of the arbiter within seven days of receiving the ruling (delivery to physical or electronic mail will mark the date of notification). In order for an appeal to be heard, it must be submitted in writing to the Office of the Provost and substantiate one of the following:

1. The sanction was inappropriate to the action committed
2. There was a breach of process that significantly affected the outcome of the case
3. New evidence has been discovered that could significantly alter the outcome.

If new evidence has been discovered or if there was a breach in the process, the Provost will request that the arbiter convene a new hearing. If no new evidence or a breach of process is identified, but the Provost determines that the sanction is inappropriate, the Provost has the right to alter the sanction.

Appeals beyond the action of the Provost or the Chief of Student Affairs must follow customary appeal processes as outlined in the Grievance section of this Catalog.

The Provost will be responsible for the enactment of all sanctions, unless the case has escalated to the Judicial Affairs Committee. If the sanction requires failure from the course, the Provost will instruct the Registrar to enter the appropriate grade (F, WF, or FX) on the transcript. If the student has withdrawn from the course and it is found that the withdrawal occurred after the official notification of the allegation, the failing designation will supersede the withdrawal.

The Provost will dispatch copies of the ruling to the initiating instructor, department chair, advisor, Office of the Registrar, and the Office of Student Affairs.

**ADJUDICATION OF ACADEMIC DISHONESTY (SPE)**

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. A grade of “FX” may be reported on the transcript for any course failed due to academic 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 Chief Academic Officer. 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 & Distance Education and any academic sanctions may be enacted by the School of Professional & Distance Education. Formal discipline for academic dishonesty, as it relates to violation of the Code of Character, will be initiated by the Dean of Professional & Distance Education in cooperation with the Chief Academic Officer.

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

CELL PHONE/ELECTRONIC COMMUNICATION DEVICES
As a member of this learning community, each student is responsible to protect the integrity of the learning environment. The use of communication devices, within the formal learning environment, can be disruptive and disrespectful. Therefore, the College prohibits the use of communication devices during scheduled course activities. Recognizing that these same communications devices are an integral part of the College’s emergency notification system, students may keep said devices on silent (vibrate) and only consult these devices when numerous devices are activated simultaneously. Other exceptions to this policy may be granted at the discretion of the instructor. Use of any data storage or communication device used during a testing situation is strictly prohibited, other than to receive College emergency notifications or by permission of the instructor. Unauthorized use will be interpreted as a breach of academic integrity and will result in disciplinary action.

ADMINISTRATIVE DISMISSAL POLICY

ACADEMIC PROGRESS
A student who is not meeting the standards of academic progress* may be dismissed from the College. Causes for academic dismissal include low GPA, cumulative semesters on academic probation, excessive absence from courses, as well as other academic issues. Typically, the Progress Review Committee will review academic progress at midterm and at the conclusion of each semester and make recommendations to the Chief Academic Officer. If dismissal is imminent, contact will be made swiftly so that the student may make appropriate arrangements. Unless otherwise noted, the student may appeal the decision of the Progress Review Committee to the Chief Academic Officer. There may be some cases in which a student may be dismissed without right of appeal.

When a student is dismissed, notification will be directed to the following offices: Student Development, Financial Aid, Business Office, and the student’s Advisor. In the case of an athlete, a letter will also be forwarded to his or her coach. Once a student has been dismissed, he or she cannot be considered for re-admittance.

* See the SATISFACTORY ACADEMIC PROGRESS section of this catalog for detailed information on the required standards of progress.

ACADEMIC INTEGRITY
Academic dishonesty is considered a breach of the Lifestyle Covenant signed by all students as part of their admissions process. Therefore, the College reserves the right to dismiss a student due to academic dishonesty.

EMERGENCY PROCEDURES
If a student exhibits behavior that is interpreted as a threat to the physical or mental well-being of an individual or the College population, the Chief Academic Officer, in conjunction with the Dean of Students and the President’s Cabinet, may impose an administrative dismissal. The dismissal will result in an immediate and mandatory withdrawal from all College services. The permanency of the dismissal will be determined after an investigation can be concluded concerning the events instigating the dismissal.

COMMENCEMENT PARTICIPATION
Students who have been Administratively Dismissed from the College for academic or disciplinary reasons may not be permitted to participate in the graduation ceremony.

GRADES
If a student is dismissed from the College mid-semester, the grade assigned for each class will depend on the student’s status at the time of dismissal.

- If the student is dismissed prior to the official last day to drop a course without a grade, the student will be withdrawn from classes and the transcript will show a grade of “W” for each course.
- If the student had a failing grade in a class at the time of dismissal and the dismissal occurs after the official last day to drop a course without a grade, a grade of “WF” will be assigned for the course. These grades will figure into the GPA and become a part of the student’s permanent record.
- If a student has a passing grade at the time of dismissal and the dismissal occurs after the official last day to drop a course without a grade, a grade of “WP” will be assigned for the course. These grades will not figure into the GPA but will become a part of the student’s permanent record.14

HONORS & AWARDS (FULL-TIME DEGREE-SEEKING STUDENTS)

DEAN’S LIST
At the end of fall and spring semester, those students with a term grade point average of 3.85 or higher are named to

14 If a faculty member can demonstrate that student learning prior to the dismissal was sufficient to accurately and completely assess a student’s mastery of the learning objectives, faculty members may, if they choose, award a final grade based on an objective assessment of coursework submitted prior to the dismissal.
the Dean’s Honor Roll. Honorable mention is given to those with a term grade point average of 3.5-3.84.

GRADUATION HONORS
Baccalaureate graduates who earn a grade point average of 3.85-4.0, 3.70-3.84, or 3.50-3.69 are honored at graduation with honor cords designating Summa Cum Laude, Magna Cum Laude, and Cum Laude respectively.

Associate graduates who earn a grade point average of 3.85-4.0, 3.70-3.84, or 3.50-3.69 are awarded honor cords at the time of graduation designating Highest Honors, High Honors, or Honors respectively.

PRESIDENT’S AND DEAN’S CITATIONS
Graduates with the highest GPA will receive the President’s Citation, with the next highest GPA receiving the Dean’s Citation. If there are multiple students sharing the same GPA, an award will be presented to each student. School of Professional Education and School of Liberal Arts and Sciences citation recipients are figured independently. Each school will present at least one President’s and one Dean’s Citation award each year.

ALPHA KAPPA SIGMA (SAS ONLY)
Membership in Alpha Kappa Sigma, honor society of the Association of Colleges of the Free Methodist Church, is elected by the faculty and may not include more than 10% of the graduating class. This honor is awarded upon the basis of excellence in scholarship, character, service, and leadership. Election to membership represents one of the highest honors awarded by any Free Methodist College.

ALPHA SIGMA LAMBDA (SPE ONLY)
Membership in Alpha Sigma Lambda, honor society for adult students, is elected by the SPE Awards Committee each year after receiving nominations from faculty, graduating students, and staff. Eligible students are selected from the highest twenty percent of the graduating class, must have completed a minimum of twenty-four graded credits, and must meet GPA requirements to be nominated.

DEPARTMENTAL AWARDS
Various departmental awards are given each year based upon exceptional accomplishments shown within a certain area of study. These awards are presented at the annual at specific events either through the year or during commencement weekend.

GRADUATION REQUIREMENTS
All degree seeking candidates must meet the following requirements:

1. Submit Intent to Graduate form to the Registrar’s Office.
2. Receive the approval of the faculty and Board of Trustees.
3. Meet all Degree Requirements.
4. Meet all Residency Requirements.
5. Complete all Assessment Requirements.
6. Conduct an exit interview with the Financial Aid Office.
7. Have met all other internal obligations.

DEGREE REQUIREMENTS
The Registrar’s office maintains an audit for each student based on his or her year of entry into the College, as outlined in the corresponding Catalog. A student must meet those requirements in order to be considered for graduation. Students may choose to meet the requirements related to a subsequent Catalog, provided all requirements are met.

Bachelor seekers must complete a minimum of 120 credit hours, with a minimum cumulative GPA of 2.00. Thirty of these credits must be upper division. Thirty of the last 60 credits must be earned through Central Christian College of Kansas.

Associate seekers must complete a minimum of 60 credit hours, with a minimum cumulative GPA of 2.00. Sixteen of the last 32 credits must be earned through Central Christian College of Kansas.

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

GRADUATION CEREMONIES
Central Christian College of Kansas currently hosts an annual spring graduation program. Students who desire to participate in the graduation ceremony must complete all requirements as outlined in this Catalog. Students must be in good standing with the College to be permitted to participate in the graduation ceremony.

Once a student has completed the Intent to Graduate form and has had his or her name included in the commencement program, the student is only eligible to participate in that particular commencement ceremony. Unless completing an additional degree, no student may participate in an additional graduation ceremony or have his or her name appear in an additional commencement program, other than the one associated with their Intent to Graduate form. This standard is applied regardless of the actual participation of the student.
Eligibility to participate in the commencement ceremony is determined four months prior to the ceremony. A student must be on track to complete all degree requirements by the commencement date. Online students whose final course ends within 30 days after the commencement ceremony are also eligible.

IVY CUTTING RECEPTION SPEAKER (SAS)
Each year, the College designates two graduates to serve as speakers during ivy cutting reception. When choosing the speakers, the two highest GPA’s will be used. In case of a tie, the following conditions can be used to refine the process until two candidates can be named:

1. Number of credits completed
2. Exclusion of transfer credits
3. Exclusion of repeated courses
4. Exclusion of AP/CLEP/Placement test credits
5. GPA related to upper level or major related credits
6. Breadth of education portfolio

DIPLOMAS
Diplomas are mailed to students approximately 3-4 weeks following degree completion and after all obligations with the College have been fulfilled. The Registrar’s office will forward the diploma to the address provided on the Intent to Graduate form.

POSTHUMOUS DEGREES
The posthumous degree is an honorary, unearned nonacademic degree recognizing the accomplishments of a deceased student. Central Christian College of Kansas (CCCK) may confer posthumous baccalaureate degrees upon students who are deceased prior to but nearing formal completion of all degree requirements of the programs being pursued.

ELIGIBILITY
To be eligible for the award of a posthumous degree from CCCK, the student must have met the following conditions:

1. The student, at the time of death, must have been a full-time degree-seeking student (enrolled in at least 12 credit hours), in good academic standing (Cumulative GPA of 2.0 or higher) and making satisfactory progress toward the degree to be awarded.
2. At the time of death, the student must have completed the majority of the requirements toward the degree. Transfer students must have completed at least 12 credits in residence, making satisfactory academic progress.
3. There is sufficient evidence that the deceased student would have completed the requirements of the degree.

POLICY
Requests for awarding a posthumous degree can be initiated by a faculty or staff member. Each request will be reviewed by a committee made up of the Department Chair for their major, the Provost and/or the Dean of the school awarding the degree, and the Registrar.

If a student does not meet the requirements for a posthumous degree, a posthumous certificate of completion or participation may be awarded. The certificate recognizes the deceased student’s progress toward a degree.

TRANSCRIPTS (OFFICIAL/UNOFFICIAL)
Transcripts may be requested from https://secure.studentclearinghouse.org/
Official transcript requests are only processed after the receipt of a consent form from the student and payment for that request to the website. A transcript fee of $8.00 is charged for each official transcript requested (additional charges for priority and international processing). Unofficial transcripts are available through the student portal.
NO TRANSCRIPT OF CREDIT OR DIPLOMA WILL BE ISSUED FOR ANY STUDENT UNTIL HIS OR HER FINANCIAL OBLIGATIONS TO THE CENTRAL CHRISTIAN COLLEGE OF KANSAS HAVE BEEN MET IN FULL.

EMPLOYMENT SERVICES
At this time, Central Christian offers very limited employment services. The Office of Student Services, in conjunction with the Office of Student Success, maintains a database of possible job opportunities as that office is made aware of such opportunities. This database is completely dependent on outside organizations making contact with Central Christian College. Central Christian College does not make direct contact with possible employers regarding job openings.

Central Christian College does not guarantee employment or employee reacted advancement as an outcome of participation in or completion of any of its programs or degrees.
TOEFL scores are largely used to place students in courses that will aid their success. The following criteria will be used to determine the level of ESL assistance.

- If the TOEFL score is 61(IBT)/500(PBT) or above, the student will be required to complete assessment tests to determine placement.
- If the TOEFL score is less than 60 (IBT)/499(PBT), the student will be required to enroll in the ESL Support Program.
- A TOEFL score 12 or below will not be admitted to the college.

**INTERNATIONAL STUDENTS IN U.S. INSTITUTIONS**

International students who have attended high school or are transferring from another U.S. College can be evaluated based on the following criteria.

In those cases where the student has completed an ACT or SAT, prior to attending the College, the College may matriculate the student based on the following criteria:

- If the score is 18 or above for ACT or 860 or above for SAT (and the composite score is above 45), the student will be required to complete assessment tests to determine placement in the General Education English Courses. The student can begin courses in the fall or spring.
- If the score is below 18 for ACT or below 860 for SAT, the student will be required to enroll in the ESL Support Program with the possibility to obtain an Associate degree in 2 years and/or Bachelor’s degree in 4 years.

If an international student is transferring from another U.S. institution, the College may matriculate the student based on the following criteria:

- If the student has a cumulative transfer G.P.A. of 2.50 or above, the student will be expected to complete all required assessment tests to determine placement in the General Ed. English Course.
- If the student has a cumulative transfer G.P.A. of less than 2.50, the student will need to provide evidence of ACT/SAT scores or TOEFL scores, based on the criteria above.

The College reserves the right to recommend other prescriptions based on academic history.

**ENGLISH SUPPORT PROGRAM**

In order to support those seeking to develop their English language skills, the ESL Support Program at Central Christian College provides a number of resources and tools.

The College employs a Director of International Programs and a Director of Student Success, both of which work directly with the ESL Instructor to enhance the educational experience for all students mastering the English language, regardless of nationality.

Based on TOEFL scores and other available assessments tools, the ESL Support Team will determine a course of study, which will include a mix of traditional (mainstream) coursework, as well as ESL support course. Depending on the level of fluency, this may require that the student take 000-Level Courses, which count toward enrollment status but are not applied to the number of credit hours needed to complete a degree.

**ENROLLMENT DUE TO NON-Payment**

The College may terminate enrollment for non-payment, if it is found that the student provided fraudulent financial documentation. A termination for this reason would result in the need for the student to vacate the country within 24 hours. There is no grace period.

If non-payment is not due to fraudulent financial documentation, the student may be suspended. This would result in terminating the SEVIS record. The student then has a 15 day grace period to address the issue or vacate the country.
Federal law and College regulations establish that all students must maintain Satisfactory Academic Progress (SAP) during their enrollment at the College, in order to remain eligible for Federal Title IV aid and Institutional aid. The College reserves the right to change the SAP policy at any time to comply with Federal regulations. The Academic Office monitors SAP at the end of each term.

DEFINITION OF “TERM”

SPE – ONLINE
Term is equivalent to four consecutive modules (courses). Each module is six weeks in length.

SAS – RESIDENTIAL
Term is equivalent to either the Fall or Spring semester. Credit taken during the summer may be applied to the minimum credits for academic progress if a grade or official transcript has been received by the Registrar’s Office by the start of the next semester.

STANDARDS OF PROGRESS
Students at Central Christian College of Kansas, regardless of enrollment status or category, must meet the following requirements to remain in good standing:

GPA
Students must achieve a minimum cumulative GPA:

Associate Programs
- 2.00

Bachelor Programs
- 0 – 30.99 Attempted Credits: 1.70
- 31 – 59.99 Attempted Credits: 1.85
- 60+ Attempted Credits: 2.00

PACE
Students must earn at least 66.67% of all credits they attempt (Cumulative Earned Hours/Cumulative Attempted Hours).

MAXIMUM TIMEFRAME
Students must complete their degrees within 150% of the published program length.

Associate Programs
- 90 Attempted Credits

Bachelor Programs
- 180 Attempted Credits

SCOPE OF EVALUATION

All courses attempted and credits awarded at Central Christian College of Kansas will be used in SAP evaluation as indicated below:

- Graded courses: All instances used to calculate GPA, Maximum Timeframe, and Pace.
- P, W, WP courses: All instances will be used to calculate Maximum Timeframe and Pace.
- FL, I, WF courses: All instances used to calculate GPA, Maximum Timeframe, and Pace.
- Remedial courses: not used to calculate SAP
- Repeated courses: All instances will be used to calculate Maximum Timeframe and Pace. The course with the highest grade will be used to calculate GPA.
- Dual-Credit: Credits earned directly through Central Christian College of Kansas will be used to calculate Maximum Timeframe, Pace, and GPA. Credits accepted in transfer from Dual-Credit programs outside of Central Christian College of Kansas will be used to calculate Maximum Timeframe and Pace.
- Transfer credits/Test-Out credits/Prior Learning credits: used to calculate Maximum Timeframe and Pace
- Audited courses: not used to calculate SAP

Students, who have received failing grades for all courses in a term will be asked to verify attendance for each class. This may affect aid eligibility for the term.

SAP STATUS & MONITORING PROCEDURES
The Academic Office will monitor Satisfactory Academic Progress (SAP) at the end of each term. Written notification (CCCK school email, letter sent to home address, or letter uploaded to the portal) will be sent to students placed on:

- Notice – Below 2.00 term GPA
- Warning – Not meeting SAP
- Suspension – Not approved to continue
- Probation/Academic Plan – Approved to continue

GOOD STANDING
Any student who meets the minimum standards for academic progress.

ACADEMIC NOTICE
Students will receive notice whenever their term GPA is below 2.00.

ACADEMIC WARNING
A student is placed on Academic Warning when he or she has failed to meet one or more of the minimum standards.
Committee determines no continued monitoring is warranted. The Warning period will consist of the next term in which the student is enrolled in classes. The student may receive aid for one term while on Warning without an appeal.

Students placed on Academic Warning will be sent a notification advising them of their status, the impact on their future financial aid eligibility, and the importance of seeking guidance from appropriate staff and process for doing so.

If the student does not meet all minimum standards after one term, the student may be placed on Academic Suspension. The Progress Review Committee is empowered to allow the student to continue under Probation status if, in the judgment of the committee, the student is making significant progress toward Good Standing.

It is possible for a student to be subject to more than one period of Academic Warning throughout the course of their academic career.

**SPE – Online:** During the period of Academic Warning, SAP will be monitored after the third module in the term and students may be prohibited from beginning the next term until final grades for the fourth module are received and GPA and Pace standards reviewed.

**ACADEMIC SUSPENSION**
A student is placed on Academic Suspension when he or she has failed to meet one or more of the minimum standards (illustrated under STANDARDS OF PROGRESS, above) for two consecutive terms, or if, in the judgment of the Progress Review Committee, the student is not making significant progress toward achieving Good Standing. Students placed on Academic Suspension are not eligible to receive Federal financial aid. Students may appeal this status by completing the process detailed under the APPEALING ACADEMIC SUSPENSION section, below.

A student may immediately be placed on Academic Suspension if he or she fails to earn a minimum term GPA of 1.00, even if he or she was not previously on Academic Probation or Warning. The student may reapply for admission after sitting out the next full term.

**ACADEMIC PROBATION**
A student is placed on Academic Probation when he or she either returns from an Academic Suspension as the result of a successful appeal or is proactively placed in this status by the Progress Review Committee (see APPEALING ACADEMIC SUSPENSION section, below). Students on Academic Probation will be reviewed at the end of the each consecutive term, until such time as the Progress Review Committee determines no continued monitoring is warranted.

The committee will review the Academic Plan submitted by the student and may prescribe additional specific requirements and/or limitations, all of which need to be met in order to retain Probationary status. Any student not meeting any one requirement will be placed back on Academic Suspension. Students may be restricted from certain activities or required to complete certain progress thresholds. Possibilities include, but are not limited to, the following:

**Course Load**
Students may be restricted to certain classes and/or 12 total credits for each term in which they on Academic Probation.

**Extracurricular Activities**
Students on Academic Probation may be restricted from participation in:

- Varsity & Junior Varsity Athletics
- Club or Intramural Sports
- Theater Productions
- Music Ensembles
- Serving as an officer in a club or organization

Exceptions to these restrictions may occur in those cases where participation is associated with the earning of academic credit needed to fulfill a graduation requirement. Students receiving scholarships requiring participation in any of the activities mentioned above may still be restricted from participation. Participation will be determined by joint agreement between the head of Academics, head of Student Development, and the Athletic Director (or designees).

**GPA & Pace**
The committee may choose to extend Probation status and create an Academic Plan for 2 or more terms to allow a gradual increase in GPA and/or Pace. Although the stated GPA and/or Pace requirements for each term may fall below minimum SAP standards, the student will not be penalized, so long as the requirements for each term are met. All requirements for each term must be met in order to retain Probation status and continue enrollment in the next term.

**SPE – Online:** Since courses are taken one at a time, students who fail or withdraw from a course and so fail to meet a requirement of their Academic Plan, may be immediately placed on Academic Suspension before the end of the term.

**Student Success Center**
Placement on Academic Probation may require the completion of certain activities prescribed by the Student Success Center (e.g. supervised study time, etc.).

**REGAINING GOOD STANDING**

Students may regain Good Standing by successfully meeting the minimum standards for satisfactory progress, as outlined above. This may be done by increasing GPA and/or Pace during a period of Academic Warning or through the appeal process and adherence to an Academic Plan during a period of Academic Probation (see APPEALING ACADEMIC SUSPENSION section, below).

Students may also choose to complete and/or repeat coursework at another college and transfer it back to CCCK in an effort to increase GPA and/or Pace to meet minimum SAP standards. All transfer courses must be preapproved by the Registrar’s Office to confirm transfer eligibility. Students should keep in mind that transfer course grades do not figure into the CCCK GPA. In the case of a repeated course, if the CCCK course has a lower grade, the CCCK course will be removed from the GPA calculation. The transfer course credits will be applied but the transfer grade will not be used in the GPA calculation.

Students having difficulties in their studies are urged to work with the Office of Student Success and/or their Advisor. Central Christian College of Kansas is committed to helping students achieve academic success.

**VETERANS AND DEPENDENTS/SURVIVORS**

Students using Veteran’s Benefits to pay for tuition may be eligible for Tutorial Assistance or Educational and Vocational Counseling Services through the Department of Veterans Affairs (VA). More information can be found at [http://www.gibill.va.gov/](http://www.gibill.va.gov/) or by calling the VA at 1-888-442-4551.

**APPEALING ACADEMIC SUSPENSION**

Students may appeal Academic Suspension by submitting the appropriate documentation (mentioned below) to the appropriate office, SAS students – Office of the Provost, SPE students – the Office of the School of Professional & Distance Education.

If special circumstances prevented a student from meeting minimum requirements for SAP, an appeal may be submitted. However, submission of an appeal does not guarantee that the student will become eligible for enrollment or financial aid. The Progress Review Committee will review the appeal.

Appeal forms, available online or through the appropriate office, must be submitted with supporting documentation by the outlined deadlines (see below).

In the case of a successful appeal of Academic Suspension, students will be readmitted under Academic Probation status and an Academic Plan will be prescribed and monitored. The Progress Review Committee may allow a student to continue academically but suspend further financial aid until the student then achieves Good Standing and/or graduates.

**Appeal Documents**

1. **SAP Appeal Form:** Within this form, the student must provide statements explaining the circumstances that led to failure to meet the minimum requirements for SAP, describe how the situation has improved, and detail the actions the student has taken and will be taking to ensure that they will return to Good Standing.
2. **Supporting Documentation of the extenuating circumstances (see below examples)**
3. **Academic Plan:** The student must meet with their advisor and complete an academic plan. The plan must be submitted with the SAP appeal form and supporting documentation.

Appeals submitted without all of the above documentation will not be considered by the Appeal Committee. If the student misses the deadline given by the Academic Office, the appeal will be held until the following semester, allowing time for the student to gather the necessary documentation. The following are examples of approved extenuating circumstances and documentation:

- Medical (personal or family illness): Signed document outlining the timeframe of illness, relationship to person with illness (if applicable), medical documents (intake form, insurance claim, bill, doctors note), letter from doctor
- Death of a family member: Death certificate, obituary, program, funeral home certificate
- Traumatic Event (assault, abuse, stolen identity, other personal violations): Police reports, letter from mental health professional or counselor
- Job Loss (personal): Proof of job loss, unemployment letter
- Natural Disaster: FEMA documents, insurance claim, statement from landlord
- Military Deployment: Military Orders (including dates of deployment or active duty), letter from commanding officer
- Car Accident: Police report, insurance documents, dated photos
- Legal Issues (divorce, separation, incarceration): Divorce decree, relevant court documents
• Lack of College preparation: Transcripts that show progress if student has gone elsewhere since suspension or has taken summer courses.

Circumstances that not considered as acceptable justification for an appeal are:

• Immaturity, Lack of Focus or time management
• Difficulty transitioning to college or with level of coursework
• Conflicts with instructors that have not been established through a grievance process prior to the appeal. (see GRIEVANCE/APPEAL PROCESS section)
• Transportation or technology issues
• Known medical conditions that existed prior to the start of the term – unless such the condition produced avoidable complications

**Academic Appeal Timeline for SPE (Online) Students**

SPE students will need to contact their Advisor to obtain due dates for appeal documents.

**Academic Appeal Timeline for SAS (Residential) Students**

<table>
<thead>
<tr>
<th>Semester Appealing to Attend</th>
<th>Appeal Form, Official Documentation, &amp; Academic Plan</th>
<th>Appeal Committee Meeting</th>
<th>2nd deadline for additional information, as requested by appeal committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Dec 27, 2019</td>
<td>Dec 30 – Jan 3, 2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall</td>
<td>June 12, 2020</td>
<td>June 15-19, 2020</td>
<td>June 26, 2020</td>
</tr>
</tbody>
</table>
Any grievances related to sexual harassment, racial discrimination, or any other derogatory or discriminatory situation should be immediately communicated to the Title IX Coordinator or the Dean of Student Life.

Central Christian College of Kansas is committed to maintaining an environment in which concerns are addressed in a constructive manner. Relying on Matthew 18 and Philippians 4, the following grievance policy balances personal responsibility with a commitment to provide an effective response to action or inaction by a member or members of the College community. Ultimately, Central Christian College of Kansas seeks to follow the Biblical Mandate to seek reconciliation and restoration (Proverbs 10:12).

Students who are unsure of how to process a grievance or need clarification, may request a meeting with the Dean of Student Life. More information may also be available in the appropriate Student Handbook, available on the web.

DEFINING THE GRIEVANCE

While there are many dimensions that may define a grievance, Central Christian College of Kansas provides the following classifications to help guide the reconciliation process.

- Concern: A matter of relevance or importance to a specific individual or group.
- Complaint: A concern rising from a perceived violation of policy or trust.
- Conflict: A protracted disagreement where the interests of both parties are incompatible or at variance.
- Crime: An action or omission that is illegal, in contradiction of policy, or is evil in nature (sin).

RECONCILIATION (GRIEVANCE) PROCESS

Level I - Personally: As encouraged in Scripture, the first step in the reconciliation process challenges the individual to look inward by:

- recognizing that the issue is a matter that can be forgiven; allowing both parties to move on;
- recognizing that the issue is largely a matter of perspective and conclusions about the intent of words and behaviors may be bias;
- recognizing the points of agreement and community shared between both parties, overlooking the offense to encourage greater partnership;
- recognizing that Christ has forgiven me and calls me to do the same with others.

If personal contemplation does not produce reconciliation the individual is strongly encouraged to address his or her concern with the individual privately (Level II).

Level II – Privately: Following the principles outlined in Scripture, this phase of the reconciliation process provides a means through which the individual may address his or her concern privately. This ensures that the both parties have a clear understanding of the situation and are given a chance to respond to the matter appropriately.

The following points should be consider in the process:

- The discussion should be designed to aid in the process of reconciliation;
- The discussion should focus on shared responsibility (as appropriated), with a focus on addressing the log in my eye before confronting the speck in the eyes of the other;
- The process gently assist the other person in understanding the basis for the issue.

It is recommended that this communication be recorded in writing. This will help initiate an evidentiary trail, which can become important if the grievance needs to be escalated.

If in the opinion of the student, the concern or complaint has not been addressed appropriately, in timely manner, or the student would like to appeal the decision, the individual should escalate to Level III

Level II - Publicly: In writing, the individual should attempt to address said concern or complaint to the appropriate Officer, Dean, Chair, or Departmental Director.

If in the opinion of the student, the concern or complaint has not been addressed appropriately, in timely manner, or the student would like to appeal the decision, the individual should escalate to Level IV

Level IV - Corporately: In writing, the learner addresses said concern, complaint, or appeal to one of the following:

- Student Affairs: Admissions, Student Life (john.walker@centralchristian.edu)
- Provost: Academics, Business, Financial Aid (provost@centralchristian.edu)
- Athletic Director: Athletics (athletics@centralchristian.edu)
The student will first be asked to provide confirmation that he or she has first attempted to address the issue as stated in Level I & II. Once this has been confirmed, the school official will work with the individual to address the concern. The school official may request a meeting with the student and offending party.

By request of the student or by determination of the school official an appropriate committee hearing may be initiated. The committee will apply a “clear and convincing” standard of evidence. The committee can determine what parties need to present evidence in order to validate the process. The student may request a private hearing with the committee. The decision of the committee will be delivered to the student by the school official.

If in the opinion of the student, the concern or complaint has not been addressed appropriately, in timely manner, or the student would like to appeal the decision, the individual should escalate to Level IV.

**Level V - Presidentially:** In writing, the learner addresses said concern or complaint to the President of Central Christian College of Kansas, providing any documentation garnered through prior actions or appeals. The President will consider the requests, which may include adjudicating the issues with the President’s cabinet or select members of the staff.

Should the institution not be able to resolve the student complaint or there is no further institutional mechanism for appeal, the student has the right to contact the Board. Contact information is available through the Office of The president.

In addition, the student maintains the right to appeal to the State of Kansas or the Higher Learning Commission to determine a course of action. Complaints can be filed with the following agencies in Kansas:

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Kansas State Government and shall be reviewed and handled by that licensing board (www.kansas.gov/agencies/ and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Consumer Protection Division in the office of the Kansas Attorney General and shall be reviewed and handled by that Unit (http://ag.ks.gov/consumer-protection).

Allegations regarding noncompliance with accreditation standards, policies, and procedures or with complaints concerning the quality of education may be made to HLC, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. (The Commission’s complaint policy, procedure and the Complaint form may be found on their website, https://www.ncahlc.org/HLC-Institutions/complaints.html?highlight=WyJjb21wbfGpbnQixQ)

**COMPLAINT RECORDS**

A student complaint is defined as a written statement associated with Level II and above. These complaints are logged in an official file maintained by the Provost.

The record of student complaints shall include…:

- …an account of the student complaint
- …a description of how the complaints was handled
- …a note if the complaint comports with institutional policies and procedures.

An official complaint can also be logged by using: [http://www.surveypal.com/s3/4092635/Student-Complaint-Form](http://www.surveypal.com/s3/4092635/Student-Complaint-Form)

**GRADE APPEALS**

Students appealing a grade, must address their appeal with the instructor first. The appeal should be made in writing and provide specific and evidentiary examples supporting the reason for the appeal.

If in the opinion of the student, the grade appeal has not been addressed appropriately, in timely manner, or the student would like to appeal the decision, the individual should provide copies of the original appeal and decision to the Registrar, who will submit the case before the Chief Academic Officer.

Students should note that grade appeals must be requested prior to the end of the semester following the term in which the grade was assigned.
GENERAL EDUCATION

In its totality, the design of the educational program at Central Christian College provides both Specialized Knowledge and Integrative Knowledge\(^{15}\). The development of Specialized Knowledge is largely the role of the specific major or emphasis, realized through departmental or program level learning outcomes. Integrative Knowledge, while not necessarily the lone task of general education, is the primary focus of the general education core. It recognizes the significance of exclusive subjects while at the same time stressing the imperative of educating students with the tools needed to recognize the interconnectedness of ideas and perspectives. The ultimate goal of this is to equip students with the necessary tools to synthesize what may seem to be disparate elements of knowledge in order to develop informed and effective responses to life experiences.

Recognizing that the assumed responsibility of any general education program is to provide a basic exploration of the collective insights of humanity, the general education program at Central Christian College of Kansas relies on a classical curricular approach represented by the Trivium. This system of learning recognizes a scaffolded approach, beginning with the mastery of language and culminating in the pursuit of theological reasoning. This structure, which includes a contemporary interpretation of the Quadrivium (Liberal Studies), ensures that the general education core:

1. Prepares students with the skills necessary for scholarly reading, investigation, writing, and discourse.
2. Provides a common body of knowledge concerning the fundamental academic insights of the ages.
3. Nurtures an appreciation for theological and philosophical reflection.

In addition to this classical system of education, the faculty of the College acknowledges their responsibility to support the overarching mission of the College, which is to provide a Christ-Centered Education for Character. Therefore, the design of the general education core provides learning experiences and foundational knowledge in support of the missional outcomes of the institution, articulated by the Strategic Plan. This has been achieved by structuring the General Education Core upon four aptitudes that both align with a liberal arts approach and embodies the mission, as represented by the Fit Four. These learning experiences focus on:

- Reason (Quantitative and Analytical Literacy [Natural Sciences] – Fit Mind)
- Relationships (Civic, and Social Literacy [Social Sciences] – Fit Heart)
- Readiness (Health and Vocational Literacy [Humanities] – Fit Body)
- Reflection (Philosophical and Ethical Literacy [Philosophy] – Fit Soul)

Embedded in the general education core is a fifth aptitude. It is universal to the Fit-Four, since character void of communicative skill is self-serving and does not fulfill the primary call to serve as ambassadors. The fifth aptitude exists in the linguistic trivium, housed in the Foundational Skills level of the general education framework (Table 1.1). In alignment with the other four aptitudes, the description for the fifth aptitude is as follows:

- Rhetoric (Communicative and Information Literacy [Language])

Exposure to these aptitudes provides a compendium of knowledge providing a common language through which to engage scholarly discovery and exploration. The learning experiences offered through the general education experiences provide the opportunity to gain specific knowledge (assessed at the course level) as well as integrative knowledge as they discover the interconnectedness of ideas, perspectives, and knowledge.

Understanding that these aptitudes provide a compendium of knowledge to serve as a basis for exploration, it is also the design of the General Education program to provide specific learning outcomes that are woven throughout all learning experiences and transcend any particular dimension. These learning outcomes are a strategic element of all courses associated with the General Education program and are linked with the strategic outcomes of the College (the Fit Four), which are linked to the mission to provide a Christ-centered Education for Character.

These aptitudes, as they pertain to the General Education Core, reflect the academic contribution to the Fit-Four and should not be interpreted as the sole influences on those outcomes. The assessment tools used to evaluate the outcomes associated with the mission recognize the partnership between academics and the co-curricular program of the College.

DEFINING THE APPTITUDES

REASON (QUANTITATIVE AND ANALYTICAL LITERACY [EMPIRICAL] – FIT MIND)
Rationale: Humanity has a unique privilege that allows us the capacity to interpret the world around us and reason our response to what we witness. Unlike other aspects of creation, humans rely on reasoning more than instinct to guide much of our behavior. Effective reasoning relies on the collection of evidence and the effective evaluation of that evidence in order to guide behavior. Furthermore, we believe that the fundamental natural laws of the physical universe are the outcome of a loving and expert Designer, integrated into creation as a way for humanity to interpret both the creation and the Creator. Therefore, the ability to derive sound decisions in light of known reality becomes a vital tool in student success.

Learning Experience: The course should expose students to critical analysis, fostering skills needed to evaluate inferences, assess evidence, develop informed deductions, and validate conclusions.

RELATIONSHIPS (CIVIC, AND SOCIAL LITERACY [SOCIAL] – FIT HEART)
Rationale: Ecclesiastes states, “there is nothing new under the sun,” suggesting that an understanding of the past may provide clarity for the present and direction for the future. History provides a means through which the student can interpret the role and response of humanity in relation to God’s revelation of Himself to different people groups over time. God has also revealed Himself as triune, both discrete and communal – a familial pattern given to humanity. These disparate realities foster a reciprocal relationship whereby the one influences the many and the many influence the one. Furthermore, the context of the modern student is simultaneously local and global. Therefore, students must be able to navigate their individual cultural contexts as well as interact with the diverse perspectives of others. Reinforcing this imperative is God’s invitation to serve as His ambassadors locally and to the ends of the earth.

Learning Experience: The course should expose students to a learning community, fostering an appreciation for diversity, the role of culture, and civil communication.

READINESS (HEALTH AND SOMATIC LITERACY [HEALTH & HUMANITIES] – FIT BODY)
Rationale: Since creation, God has invited humanity to collaborate with Him through the skillful stewardship of the
personal and corporate resources entrusted to us. This perspective recognizes that individuals possess unique gifts, talents, and abilities, along with unique interests, experiences, and aspirations. All of these need cultivation so that the individual is able to respond to the call of God with proficiency, creativity, and vigor; to “live a life worthy of the calling”\textsuperscript{16} and to always be found ready to make “the most of every opportunity”\textsuperscript{17}. Students who can skillfully leverage the interplay between cognitions, sensations, and behaviors are equipped for productive participation in creation. They possess the faculties necessary to harmonize intellect with practice and therefore nourishing an industrious and enriching lifestyle.

Learning Experience: The course should expose students to participatory outlets, fostering an appreciation for the interplay between creative expression, personal well-being, and skilled action.

**REFLECTION (PHILOSOPHICAL AND ETHICAL LITERACY [PHILOSOPHY] – Fit Soul)**

Rationale: God’s story and our own are intimately tied together. Since He has made Himself known through natural and special revelation, the facility to reflect upon and interpret His revelation will be vital if humanity is to live in right relationship with the Creator and His creation. The predatory nature of ill-informed philosophies and the self-serving bias of empty deceit can act as antagonists to right thinking. Students equipped with skills to knowledgably consider personal and public value systems, beliefs, and behaviors are students who can avoid folly and live lives of discernment.

Learning Experience: The course should expose students to reflective disciplines, fostering personal reflection, corporate discussion, and respective action regarding the interplay of faith, philosophy, belief, and behavior.

**RHETORIC (COMMUNICATIVE AND INFORMATION LITERACY [LANGUAGE])**

Rationale: Communicative aptitude allows the individual to fulfill two primary objectives important to a Christ-centered education for Character. The first, related to the major area of study, allows the individual to combine skills in communication with vocational expertise, therefore allowing the individual to inspire others and honor God through the pursuit of excellence. In addition, the privilege of serving as ambassadors of Christ is a unique invitation given solely to humanity. Skilled communicators, equipped with a message (\textit{Liberal Arts Par Excellence}) and a vocational medium (major area of study), serve as redemptive messengers. Students adept in reading, listening, speaking, and writing enhance the effect of their educational journey.

In addition to the fundamental skills associated with the foundational trivium, the course should expose students to reading, listening, speaking, and writing, fostering communicative proficiency and competence.

\textsuperscript{16} Ephesians 4:1

\textsuperscript{17} Ephesians 5:16
The Degree Audits in this Catalog provide more specific requirements, which may be true to that specific degree or area of study. The following provides a summary of how the General Education Core identifies the courses available to students.

- **Foundation** – Complete the following courses
  - GS-SM 105 First Year Seminar [Includes all transfers]
  - EN-CP 103 English Composition I
  - EN-CP 104 English Composition II
  - CO- Communication Course (choose one)
    1. CO-CO 211 Principles of Speech
    2. CO-CO 320 Cross Cultural Communications
    3. CO-CO 221 Introduction to Mass Media
    4. CO-CO-312 Interpersonal Communications

- **Science** – Complete at least three hours of any NS-BI, CH, PH, PS
- **Math** – Complete at least three hours (NS-MA 104 or higher)^18

- **History** – Complete at least three hours
  - SS-GE 113 World Geography
  - SS-HI 110 Survey of World Civilization
  - SS-HI 115 Survey of U.S. History
  - SS-PO 203 American Government
  - SS-PO 210 History, Civics, and Social Responsibility

- **Behavioral Science** – Complete at least three hours:
  - SS-PY 110 General Psychology
  - SS-SO 202 Principles of Sociology
  - BS-EC 210 Survey of Economics

- **Wellness** – Complete at least three hours:^19
  - SP-SH 100 Fitness & Wellness
  - SP-SH 101 Wellness for Life
  - SP-SH 210 Personal & Community Health

- **Arts/Humanities** – Complete at least three hours.
  - HU-AR 100 Perceiving the Arts
  - HU-AR 101 Art Appreciation
  - MU-MS 105 Music Appreciation
  - HU-TH 112 Introduction to Theatre
  - EN-LT 218 Introduction to World Literature
  - EN-LT 225 Literature & Film
  - Studio Courses (MU-AP, MU-EN, or HU-AR) – Can combine courses to reach 3 credits total

- **Philosophy** – Complete at least three hours
  - MT-PH 261 Introduction to Philosophy
  - MT-PH 262 Foundations of Philosophical Thought

- **Worldview** – Complete at least three hours:
  - MT-WV 261 Introduction to Worldview
  - MT-WV 251 World Religions
  - MT-WV 201 Contemporary Culture and Worldviews

- **Bible Literature** – Complete at least three hours, during the Junior or Senior year.
  - MT-CH 400 Covenant Literature
  - MT-CH 401 Synoptic Literature
  - MT-CH 401 Apocalyptic Literature

- An upper level Writing Intensive course, related to the major [WI]
- A major related Capstone experience.
- GS-SM 399 Professional Portfolio
- GS-SM 499 Senior Portfolio

^18 Students with ACT Math scores below 22 will be enrolled in NS-MA 103

^19 Any remaining credits can be complete through and SP-AC or SP-VS

Capstone and Writing Intensive may be met through the same course. 
Associate does not require Capstone
NON-RESIDENTIAL PROGRAMS: SCHOOL OF PROFESSIONAL & DISTANCE EDUCATION
MISSION
In alignment with the mission of Central Christian College of Kansas, the School of Professional & Distance Education exists to promote a Christ-centered education for character through non-traditional means. Its vision is to offer educational opportunities that might not otherwise be available through the traditional residential learning experience.

The School of Professional & Distance Education achieves this by offering equivalent courses through strategically managed delivery systems. Courses are carefully monitored and assessed to ensure similar levels of rigor and completion of stated objectives.

The School of Professional & Distance Education recognizes and honors students as autonomous and self-directed learners. Life experiences and applied knowledge are incorporated into class discussions that ensure relevancy-oriented learning. The unique focus of these programs is to enhance the student’s academic achievements while at the same time continuing to concentrate on responsibilities at home and or on their job. Classes are presented through the eyes of a Christian worldview, facilitated by men and women who are experts in specific fields related to each course. All classes are taught in a manner that is conducive to learning for adults, creating an atmosphere of shared family, career, and age interests for the adult learners.

Online – Full Degree
Students desiring to earn their degree Online have a selection of full degrees to choose from through the School of Professional and Distance Education (SPE). CCCK SPE offers degrees in Business, Healthcare Administration, Psychology and Criminal Justice. The Online programs are designed for students who are looking for a flexible learning environment that appreciates their work and career responsibilities.

HISTORY
In the fall of 2001, the Adult Degree Completion program was initiated on the campus of Central Christian College of Kansas. The initial design of the program was to provide an on-ground learning experience for non-traditional students in an accelerated format. Also known as the EXCEL program, this strategic initiative serviced working adults desiring to complete an accredited degree in business. That same year, Central Christian College of Kansas began to experiment with online learning environments. These early forays into the online world laid the foundation for later ventures leading to the formation of the online degree programs currently offered.

Central Christian College of Kansas has continued to expand and innovate its systems in order to provide the highest quality educational experience without constraining students to a residential program.

PROGRAM STRUCTURE
In an effort to provide learning environments that best fit the student, the School of Professional & Distance Education utilizes an online learning management system that is available to students 24/7.

Students also have access to a student portal, which allows them access to the administrative resources of the College. Courses are offered in a 6 week format, depending on the program. Students are responsible for maintaining academic progress, which is monitored each semester. There are multiple entry dates offered throughout the year.

THE LIBERAL ARTS ADVANTAGE
The General Education Core at Central Christian College of Kansas is based on an appreciation for the Liberal Arts and the development of critical thinking skills associated with these disciplines. These skills are obtained by introducing the student to the interrelated thread of truth spanning subjects like history, social science, mathematics, English, art, science, wellness, and many more. Although the average student is much more interested in courses that pertain directly to his or her major or area of interest, a solid base in the Liberal Arts can provide a student with the needed edge to be successful in the modern workplace. The National Association of Colleges and Employers has reported that many employers are looking for students with good communication and critical thinking skills; the very attributes that can be obtained through classes like English, Psychology, Speech, Philosophy, History, and Contemporary Culture & Worldview.

Along with a declared major, the Liberal Arts perspective can uniquely prepare student to meet the demands of modern culture.

20 Jenkins, R (2011, July). The liberal arts are workforce development. The Chronicle of Higher Education
Central Christian College of Kansas offers a number of unique degree programs strategically designed to meet educational needs. These include:

- Associate of Arts
- Associate of Arts in Criminal Justice
- Bachelor of Business Administration
- Bachelor of Science in Business
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Health & Human Services
- Bachelor of Science in Healthcare Administration
- Bachelor of Science in Psychology

ASSOCIATE LEVEL DEGREE REQUIREMENTS
Unless otherwise prescribed, degrees associated with the School of Professional and Distance Education require the following:

REQUIRED GENERAL EDUCATION COURSES
Essentials of College Success ........................................... 3
Writing for Life .............................................................. 3
Writing for College .......................................................... 3
Introduction to Biblical Literature ................................. 3
Cross Cultural Communication ....................................... 3
Computer Applications in Business .................................. 3
Environmental Science .................................................... 3
Survey of Contemporary Mathematics ............................... 3
History, Civics, and Social Responsibility ............................ 3
General Psychology ......................................................... 3
Art Appreciation ............................................................. 3
Wellness for Life .............................................................. 3
Introduction to Philosophy ................................................ 3
Contemporary Culture & Worldview .................................. 3

BACHELOR LEVEL DEGREE REQUIREMENTS
Unless otherwise prescribed, degrees associated with the School of Professional and Distance Education require the following:

REQUIRED GENERAL EDUCATION COURSES
Essentials of College Success ........................................... 3
Writing for Life .............................................................. 3
Writing for College .......................................................... 3
Introduction to Biblical Literature ................................. 3
Cross Cultural Communication ....................................... 3
Computer Applications in Business .................................. 3
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History, Civics, and Social Responsibility ............................ 3
General Psychology ......................................................... 3
Art Appreciation ............................................................. 3
Wellness for Life .............................................................. 3
Introduction to Philosophy ................................................ 3
Contemporary Culture & Worldview .................................. 3

CODE OF CHARACTER
In light of the College’s mission to provide a Christ-centered education for character, students associated with the School of Professional & Distance Education are subject to the Central Christian College of Kansas Code of Character. Although not all students may necessarily agree with the contents of the code, submission to the code is part of the educational experience as stated in the mission of the College. The Code of Character includes the following statements:

- I will honor the role of the scholar by refraining from any form of academic misconduct including plagiarism, impersonation, fabrication, sabotage, cheating, and deception.
- I will respect the dignity and value of each individual, recognizing that each person is created in the image of God and deserves to be treated with respect.
- I will refrain from the use of alcohol, tobacco, or other related substances on the property of Central Christian College of Kansas or as a part of any program or event sponsored by Central Christian College of Kansas.

DEGREE REQUIREMENTS
1. One hundred twenty semester credits
2. The 120 credits must include a total of 30 upper division credits for graduation.
3. At least 30 of the last 60 credits must be from Central Christian College of Kansas.
4. Minimum GPA of 2.00
5. Approval of the faculty

EMPHASIS
Students may choose to focus their studies by choosing an emphasis within a selected program, if available.
ASSOCIATE OF ARTS (ONLINE)

How would you like to make a half-a-million more dollars? Research estimates that individuals who earn an associate degree can dramatically increase lifetime earnings compared to those just completing a high school diploma or GED. Additionally, earning an associate degree opens the door for you to advance your professional career and provides a solid foundation for further education.

The Associate of Arts provides you with a foundation in the liberal arts. “What are the Liberal Arts?” Good question. The Liberal Arts include coursework in the social sciences, history, natural sciences, mathematics, humanities, as well as other subject areas. The intent is to provide students with a broad understanding upon which to interpret the world. It is through the Liberal Arts that students can build the dispositional characteristics and basic knowledge the employers are currently looking for.

Elective Track Options:

The following elective tracks represent suggested elective courses that align with the areas of study highlighted. You can work with your enrollment advocate to enhance or modify your courses based on your academic or vocational goals.

- Business Management: Organizational Behavior, Studies in Christian Management, Conflict Resolution, Principles of Management, Professional Ethics
- Business: Computer Applications in Business, Microeconomics, Macroeconomics, Business Law, Professional Ethics

ASSOCIATE OF ARTS

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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ASSOCIATE OF ARTS IN CRIMINAL JUSTICE (ONLINE)

PURPOSE
The Associate of Arts in Criminal Justice is designed for students wanting to advance their career in law enforcement, corrections, social services, or the judicial system by becoming more familiar with the field of law enforcement and enhance general knowledge in the Liberal Arts. The curriculum, designed by professionals in the field, provides students with an introductory perspective of human behavior and law enforcement management. Furthermore, the unique worldview of the institution affords the student to advance their understanding of the ethical and moral approaches to criminal justice.

PROGRAM
Courses are 100% online with access 24 hours a day, seven days a week. Each course has been developed by and is facilitated by a professional in the field of Criminal Justice. The courses are delivered in a six-week modular sequence, so a student never has to take more than one course at a time.

PROGRAM OBJECTIVES
- Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- Fit Soul: The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- Fit Body: The student can choose appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE
The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<td>General Psychology</td>
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| Criminal Justice Core (18 Credits) | | |
| SS-CJ 110 | Introduction to Criminal Justice | 3 |
| SS-CJ 212 | Introduction to Corrections | 3 |
| SS-CJ 214 | Introduction to Law Enforcement | 3 |
| SS-CJ 215 | Introduction to Courts | 3 |
| SS-CJ 343 | Criminology | 3 |
| SS-PY 320 | Social Psychology | 3 |

| Fit Body | | |
| | Humanities or Fine Arts Course | 3 |
| SP-SH 101 | Wellness for Life | 3 |

| Fit Soul | | |
| | Philosophy Course | 3 |
| MT-WV 201 | Contemporary Culture and Worldview | 3 |
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (ONLINE)

PURPOSE
The Bachelor of Science in Criminal Justice is designed for students wanting to advance their career in law enforcement, corrections, social services, or the judicial system. The curriculum, designed by professionals in the field, provides students with a unique perspective of human behavior and law enforcement management. Furthermore, the unique worldview of the institution affords the student to advance their understanding of the ethical and moral approaches to criminal justice.

PROGRAM
Courses are 100% online with access 24 hours a day, seven days a week. Each course has been developed by and is facilitated by a professional in the field of Criminal Justice. The courses are delivered in a six-week modular sequence, so a student never has to take more than one course at a time.

PROGRAM OBJECTIVES
- Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- Fit Body: The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.
# BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<td>SS-CJ 212 Introduction to Corrections</td>
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<td>EN-CP 112 Writing for College</td>
<td>SS-CJ 214 Introduction to Law Enforcement</td>
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<td>MT-BI 100 Introduction to Biblical Literature</td>
<td>SS-CJ 232 Terrorism &amp; Counterterrorism</td>
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<td>Communication Course</td>
<td>SS-CJ 316 Introduction to Forensic Science</td>
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<td>BS-CP 235 Computer Applications in Business</td>
<td>SS-CJ 320 Ethics in Criminal Justice</td>
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**Recommended Criminal Justice Electives**

- SS-CJ 213 Drugs and Criminal Justice (3)
- SS-CJ 215 Introduction to Courts (3)
- SS-PY 220 Stress Management (3)
- SS-CJ 225 Serial Killers (3)
- BS-MG 306 Conflict Resolution and Negotiation (3)
- SS-PY 330 Abnormal Psychology (3)
- SS-CJ 332 Investigations and Evidence (3)
- SS-CJ 482 Community Corrections (3)
BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION (ONLINE)

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 to introduce concepts in healthcare administration, ethics, accounting, statistics, and knowledge management. Experienced instructors are prepared to assist in the journey and provide worldview perspective. A capstone course reviewing strategies and techniques taught in the program is taken after all other courses in the curriculum have been completed.

PROGRAM OUTCOMES
1. Develop knowledge of healthcare systems in the United States in order to lead effectively.
2. Enhance leadership competencies and technical proficiency in finance, marketing, human resources, information technology, strategic planning, and ethics in healthcare settings.
3. Develop effective communication competencies in business and healthcare settings; learn the dynamics of working in groups and teams.
4. Develop critical thinking and problem-solving skills necessary to tackle current issues in healthcare; apply concepts and theories to practice.
5. Develop information literacy in healthcare disciplines.
6. Understand the qualities and attributes of professionalism in healthcare settings and commitment to the Fit Four principles of the College.

MGMA-ACMPE MEMBERSHIP
Students enrolled in a healthcare administration program can become members of the student chapter of MGMA-ACMPE, sponsored through the College (Medical Group Management Association (MGMA) and the American College of Medical Practice Executives (ACMPE).

Membership in the student chapter provides a number of resources available at no cost and provides the opportunity to build professional relationships. Students also have an opportunity to learn about the ACMPE, which offers a professional board certification process for medical practice executives.

The MGMA-ACMPE membership includes access to publications, web content and tools that support healthcare administrator activities such as checklists and practice assessments. There are legislative updates and opportunities to meet as a chapter and interact with guest presenters in a public forum. These will be held online and coordinated by the CCCMGMA student chapter. Career resources and many other professional development opportunities will be presented through the MGMA-ACMPE. For more information, contact the School of Professional & Distance Education directly.
BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<td>GS-SM 105 Essentials for College Success</td>
<td>HC-BS 300 Patient Com. &amp; Service Excellence</td>
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<td>EN-CP 111 Writing for Life</td>
<td>BS-MG 306 Conflict Resolution and Negotiation</td>
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<td>EN-CP 112 Writing for College</td>
<td>BS-MG 311 Advanced Professional Communication [WI]</td>
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<td>MT-BI 100 Introduction to Biblical Literature</td>
<td>BS-MG 351 Principles of Management</td>
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<td>Communication Course</td>
<td>BS-MG 355 Organizational Behavior</td>
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<td>BS-CP 235 Computer Applications in Business</td>
<td>BS-MG 363 Professional Ethics</td>
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OVERVIEW
The Health & Human Services program pulls from many different fields of study in order to provide a generalized fluency in those fields that directly affect the human services industry. Individuals employed in this field typically assist others in providing client services in a wide variety of fields (i.e. psychology, rehabilitation, social work, family support, health services, etc.). Primarily, the individual assists clients in identifying and maintaining available benefits and social community services. Responsibilities may also include developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human interaction, rehabilitation, and dependent care.

Specific job opportunities include: Social and Human Service Assistants; Preschool Teachers; Probation Officers, Correctional Treatment Specialists, Residential Advisors, Advocates, Caseworkers, Family Support Workers, Home Based Assistants, Human Service Program Specialists, Mental Health Technicians, Outreach Specialists, Social Work Associate, and Community Health Workers. To name just a few.

MISSION
The Health & Human Service Program is a part of the Social Science Department, which is dedicated to understanding people and how we interact with one another. Let’s face it, people are everywhere. We live with them. We buy from them. We work with them. It seems that no matter what we do, in some way or another, it involves people.

Of course that makes sense since God created us to live together in harmony with each other. Let’s face it, people are everywhere. We live with them. We buy from them. We work with them. It seems that no matter what we do, in some way or another, it involves people.

Specific job opportunities include: Social and Human Service Assistants; Preschool Teachers; Probation Officers, Correctional Treatment Specialists, Residential Advisors, Advocates, Caseworkers, Family Support Workers, Home Based Assistants, Human Service Program Specialists, Mental Health Technicians, Outreach Specialists, Social Work Associate, and Community Health Workers. To name just a few.

PROGRAM OUTCOMES
This program aligns with the departmental mission in that it seeks to prepare students for a meaningful life and effective service by focusing on the two distances identified by the department, the convergence of nature and nurture as it influences both the individual and society at large. Specific outcomes of the program include:

- The student can evaluate the needs of clients and communities. (Fit Body)
- The student can devise plans and interventions appropriate to the client or community. (Fit Body)
- The student can describe how individuals, families, and communities develop and function. (Fit Mind)
- The student can support implementation plans with effective management strategies. (Fit Mind)
- The student can choose behaviors and cognitions that demonstrate respect, empathy, and civil discourse. (Fit Heart)
- The student can adapt his or her interactions with respect to the cultural or ethnic perspective of the client. (Fit Heart)
- The student can support behaviors and cognitions with an appreciation for the values and ethics of human service provide. (Fit Soul)
- The student can defend a Judeo-Christian perspective of health and human services. (Fit Soul)

The very heart of Health and Human Services assumes a focus on helping individuals maximize the services that are available to them. This would mean that the successful health and human service professional needs a balanced approach to care, which is well represented in the components associated with the Fit Four (Mind, Heart, Soul, and Body).
BACHELOR OF SCIENCE IN HEALTH & HUMAN SERVICES

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<th>Human Services Core</th>
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<tbody>
<tr>
<td>GS-SM 105 Essentials for College Success 3</td>
<td>SS-HS 100 Introduction to Health &amp; Human Services 3</td>
</tr>
<tr>
<td>EN-CP 111 Writing for Life 3</td>
<td>SS-HS 200 Legal and Ethical Issues in Human Services 3</td>
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<tr>
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<td>Fit Body</td>
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<tr>
<td>Humanities or Fine Arts Course 3</td>
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<tr>
<td>Wellness for Life 3</td>
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<td>Elective Credits</td>
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</table>

**SPECIALIZATIONS**

**Community & Family Services**
- Introduction to Courts
- Community Corrections
- Juvenile Justice
- Drugs & Criminal Justice
- Elective (CJ, HS, PY, or SO)

**Health Services**
- Principles of Managed Care
- US Healthcare Systems
- Healthcare Administration
- Ethical Issues in Healthcare
- Leadership & Change in Healthcare

**Correctional/Justice**
- Corrections
- Victimology
- Juvenile Justice
- Community Corrections
- Introduction to Courts

**Psychology/Coaching**
- Introduction to Life Coaching
- Personality Psychology
- Counseling
- Stress Management
- Elective (PY)
Purpose

The business world is in need of strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles. The Business Department philosophy is to integrate and articulate Christian values into the department’s courses while developing strong business acumen and understanding among students.

Students completing a business degree are prepared to carry out their own business affairs effectively. The faculty members are dedicated to assisting students to gain an understanding of the business world and an appreciation of the free enterprise economic structure.

Department Outcomes

Fit Mind (intellectual)

- M1. Evaluate knowledge in business, management, and accounting principles while developing unique and creative solutions to business related challenges and operations.
- M2. Develop critical thinking and problem solving skills while conducting appropriate research.
- M3. Summarize the contributions of business and economics historically and within contemporary culture.

Fit Heart (social)

- H1. Collaborate with those from diverse cultures and differing worldviews as an effective member of a team.
- H2. Structure business practices to ascertain industry opportunities while exercising social responsibility at the local, national and global level.
- H3. Justify the responsibility that a business has to all stakeholders and engage society as ethical and productive citizens.

Fit Soul (spiritual)

- S1. Integrate ethical reasoning and worldview to decision making and business practices.
- S2. Evaluate business related theories in practices from an evangelical Christian perspective.
- S3. Articulate and defend the role of Christian character in personal and professional dealings.

Fit Body (physical)

- B1. Express thoughts, ideas, and findings effectively, utilizing multiple mediums of communication.
- B2. Facilitate the effective use of organizational resources, i.e. human, physical, and financial, while practicing appropriate Biblical stewardship.
- B3. Practice appropriate professional appearance and behavior as a professional identity is developed.
## ACCOUNTING
### BACHELOR OF BUSINESS ADMINISTRATION

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## HUMAN RESOURCE MANAGEMENT
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# MANAGEMENT
## BACHELOR OF BUSINESS ADMINISTRATION

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BACHELOR OF SCIENCE IN BUSINESS - ORGANIZATIONAL LEADERSHIP (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, a student 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 each student to become an agent of change by understanding and applying the principles of leadership that modern organizations require. Whether working in a small or large company or are planning to run his or her own business, students will master the abilities, tools, skills, and acquire the knowledge to be able to help the organization function more effectively.

DEPARTMENT OUTCOMES

**Fit Mind (intellectual)**
- M1. Evaluate knowledge in business, management, and accounting principles while developing unique and creative solutions to business related challenges and operations.
- M2. Develop critical thinking and problem solving skills while conducting appropriate research.
- M3. Summarize the contributions of business and economics historically and within contemporary culture.

**Fit Heart (social)**
- H1. Collaborate with those from diverse cultures and differing worldviews as an effective member of a team.
- H2. Structure business practices to ascertain industry opportunities while exercising social responsibility at the local, national and global level.
- H3. Justify the responsibility that a business has to all stakeholders and engage society as ethical and productive citizens.

**Fit Soul (spiritual)**
- S1. Integrate ethical reasoning and worldview to decision making and business practices.
- S2. Evaluate business related theories in practices from an evangelical Christian perspective.
- S3. Articulate and defend the role of Christian character in personal and professional dealings.

**Fit Body (physical)**
- B1. Express thoughts, ideas, and findings effectively, utilizing multiple mediums of communication.
- B2. Facilitate the effective use of organizational resources, i.e. human, physical, and financial, while practicing appropriate Biblical stewardship.
- B3. Practice appropriate professional appearance and behavior as a professional identity is developed.
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<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Organizational Leadership Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS-SM 105 Essentials for College Success 3</td>
<td>SS-PY 320 Social Psychology 3</td>
</tr>
<tr>
<td>EN-CP 111 Writing for Life 3</td>
<td>BS-AC 220 Financial Accounting 3</td>
</tr>
<tr>
<td>EN-CP 112 Writing for College 3</td>
<td>SS-PY 310 Research Methods &amp; Applied Statistics 3</td>
</tr>
<tr>
<td>MT-BI 100 Introduction to Biblical Literature 3</td>
<td>SS-PY 220 Stress Management 3</td>
</tr>
<tr>
<td>Communication Course 3</td>
<td>BS-MG 306 Conflict Resolution and Negotiation 3</td>
</tr>
<tr>
<td>BS-CP 235 Computer Applications in Business 3</td>
<td>SS-PY 211 Leadership Development 3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>BS-MG 351 Principles of Management 3</td>
</tr>
<tr>
<td>Fit Mind</td>
<td>BS-MG 355 Organizational Behavior 3</td>
</tr>
<tr>
<td>Science Course 3</td>
<td>BS-MG 357 Business Law 3</td>
</tr>
<tr>
<td>Mathematics Course 3</td>
<td>BS-MG 311 Advanced Professional Communication 3</td>
</tr>
<tr>
<td>Natural Science or Statistical Reasoning Course 3</td>
<td>BS-MG 356 Human Resource Management 3</td>
</tr>
<tr>
<td>Fit Heart</td>
<td>BS-MG 450 Studies in Christian Management 3</td>
</tr>
<tr>
<td>History Course 3</td>
<td>BS-MG 451 Strategic Management 3</td>
</tr>
<tr>
<td>SS-PY 110 General Psychology 3</td>
<td>BS-MG 363 Professional Ethics 3</td>
</tr>
<tr>
<td>Humanities or Fine Arts Course 3</td>
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<tr>
<td>SP-SH 101 Wellness for Life 3</td>
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<tr>
<td>Fit Soul</td>
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<td>Philosophy Course 3</td>
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</tr>
<tr>
<td>MT-WV 201 Contemporary Culture and Worldview 3</td>
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Elective Credits

<table>
<thead>
<tr>
<th>Organizational Leadership Core</th>
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<tbody>
<tr>
<td>SS-PY 320 Social Psychology 3</td>
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<tr>
<td>BS-AC 220 Financial Accounting 3</td>
</tr>
<tr>
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</tr>
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<td>BS-MG 451 Strategic Management 3</td>
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<td>BS-MG 363 Professional Ethics 3</td>
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</tbody>
</table>
RATIONAL

“In the beginning God created...” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help students see the unique interplay between science and faith – not as an integrative model, but as an essential component of existence.

The psychology major is designed to introduce students to a broad view of the field of psychology, while at the same time providing him or her the expertise needed to excel in the discipline. Students will have the chance to interact with many of the major theories and gain an understanding of the role psychology plays within the broader scope of all academic disciplines.

Studying psychology at Central Christian can open up many doors of opportunity depending on a student’s career or educational goals. If one chooses to continue his or her education and move on to graduate level studies, then he or she can be assured that time here will have been well spent. Our comprehensive approach to education will provide the necessary tools to help students succeed in his or her educational endeavors. Students graduating from Central Christian have been accepted in a number of graduate programs.

Student who would rather begin careers immediately after graduation, can be confident that his or her education will assist in securing an entry-level position within the field of the social sciences. Students who have graduated from our program have held positions in health care management offices, police departments, and mental health facilities.

PROGRAM OUTCOMES

1. The student can facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.
2. The student can adapt psychological principles and modalities in response to diverse cultures and worldviews.
3. The student can explain the contributions of psychological theories and their relation to human functioning.
4. The student can distinguish various etiologies and treatments for normative and non-normative behavior.
5. The student can design and execute an experiment or research initiative to answer a psychological question.
6. The student can evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).
7. The student can analyze, interpret, and describe data using descriptive and inferential statistics.
8. The student can express thoughts, ideas, findings, etc. in accordance with APA standards.
9. The student can devise psychologically based explanations and resolutions for situations encountered as a part of human function.
# BACHELOR OF SCIENCE IN PSYCHOLOGY

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<td>GS-SM 105 Essentials for College Success</td>
<td>SS-PY 201 Developmental Psychology</td>
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<tr>
<td>EN-CP 111 Writing for Life</td>
<td>SS-PY 210 Statistics for the Social Sciences</td>
</tr>
<tr>
<td>EN-CP 112 Writing for College</td>
<td>SS-PY 226 Introduction to Life Coaching</td>
</tr>
<tr>
<td>MT-BI 100 Introduction to Biblical Literature</td>
<td>SS-PY 305 Human Sexuality</td>
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<td>Communication Course</td>
<td>SS-PY 310 Research Methods/Applied Statistics</td>
</tr>
<tr>
<td>BS-CP 235 Computer Applications in Business</td>
<td>SS-PY 312 Personality Psychology</td>
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<tr>
<td><strong>Liberal Arts</strong></td>
<td><strong>SS-PY 320 Social Psychology</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td><strong>SS-PY 325 Counseling</strong></td>
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<tr>
<td><strong>EN-CP 112 Writing for College</strong></td>
<td><strong>SS-PY 327 Christian Counseling</strong></td>
</tr>
<tr>
<td><strong>MT-BI 100 Introduction to Biblical Literature</strong></td>
<td><strong>SS-PY 330 Abnormal Psychology</strong></td>
</tr>
<tr>
<td><strong>BS-CP 235 Computer Applications in Business</strong></td>
<td><strong>BS-MG 355 Organizational Behavior</strong></td>
</tr>
<tr>
<td><strong>Communication Course</strong></td>
<td><strong>SS-PY 403 Physiological Psychology</strong></td>
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<tr>
<td><strong>Liberal Arts</strong></td>
<td><strong>SS-PY 483 Research Project [Psychology] [WI]</strong></td>
</tr>
<tr>
<td><strong>Psychology Core</strong></td>
<td><strong>SS-PY 498 Capstone [Psychology] [WI]</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Elective Credits</th>
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</table>

**Foundational Skills**
- GS-SM 105 Essentials for College Success 3
- EN-CP 111 Writing for Life 3
- EN-CP 112 Writing for College 3
- MT-BI 100 Introduction to Biblical Literature 3
- Communication Course 3
- BS-CP 235 Computer Applications in Business 3

**Liberal Arts**
- Science Course 3
- Mathematics Course 3
- Natural Science or Statistical Reasoning Course 3

**Fit Mind**
- History Course 3
- General Psychology 3
- Humanities or Fine Arts Course 3
- Wellness for Life 3
- Philosophy Course 3
- Contemporary Culture and Worldview 3
RESIDENTIAL PROGRAMS: SCHOOL OF LIBERAL ARTS & SCIENCES
THE LIBERAL ARTS ADVANTAGE
The General Education Core at Central Christian College of Kansas is based on an appreciation for the liberal arts and the development of critical thinking skills associated with these disciplines. These skills are obtained by introducing the student to the interrelated thread of truth spanning subjects like history, social science, mathematics, English, art, science, wellness, and many more. Although the average student is much more interested in courses that pertain directly to his or her major or area of interest, a solid base in the liberal arts can provide a student with the needed edge to be successful in the modern workplace. The National Association of Colleges and Employers\(^\text{21}\) has reported that many employers are looking for students with good communication and critical thinking skills; the very attributes that can be obtained through a liberal arts approach to education.

Central Christian College of Kansas offers a number of unique degree programs strategically designed to meet educational needs. These include:

- Associate of Arts
- Bachelor of Science in Business (6 Majors)
- Bachelor of Arts (8 majors)
- Bachelor of Arts in Ministry (4 Majors)
- Bachelor of Science (6 Majors)
- Bachelor of Music
- Bachelor of Sport Science (2 Majors)
- Bachelor of Elementary Education
- Bachelor of Physical Education

\(^{21}\) Jenkins, R (2011, July). *The liberal arts are workforce development.* The Chronicle of Higher Education
# ASSOCIATE OF ARTS

## General Studies

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### Liberal Arts

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
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<tbody>
<tr>
<td><strong>Fit Mind</strong></td>
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<tr>
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<td>Math Course</td>
<td>3</td>
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<tr>
<td><strong>Fit Heart</strong></td>
<td>History Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral Science Course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fit Body</strong></td>
<td>Arts Course</td>
<td>3</td>
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<tr>
<td></td>
<td>Wellness Course</td>
<td>3</td>
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<tr>
<td><strong>Fit Soul</strong></td>
<td>Philosophy Course</td>
<td>3</td>
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<td></td>
<td>Worldview Course</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 121*  

### Elective Credits

<table>
<thead>
<tr>
<th>Course</th>
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</tbody>
</table>
The business world is in need of strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles. The Business Department philosophy is to integrate and articulate Christian values into the department’s courses while developing strong business acumen and understanding among students.

Students completing a business degree are prepared to carry out their own business affairs effectively. The faculty members are dedicated to assisting students to gain an understanding of the business world and an appreciation of the free enterprise economic structure.

DEPARTMENT OUTCOMES
Fit Mind (intellectual)

- M1. Evaluate knowledge in business, management, and accounting principles while developing unique and creative solutions to business related challenges and operations.
- M2. Develop critical thinking and problem solving skills while conducting appropriate research.
- M3. Summarize the contributions of business and economics historically and within contemporary culture.

Fit Heart (social)

- H1. Collaborate with those from diverse cultures and differing worldviews as an effective member of a team.
- H2. Structure business practices to ascertain industry opportunities while exercising social responsibility at the local, national and global level.
- H3. Justify the responsibility that a business has to all stakeholders and engage society as ethical and productive citizens.

Fit Soul (spiritual)

- S1. Integrate ethical reasoning and worldview to decision making and business practices.
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- S3. Articulate and defend the role of Christian character in personal and professional dealings.

Fit Body (physical)

- B1. Express thoughts, ideas, and findings effectively, utilizing multiple mediums of communication.
- B2. Facilitate the effective use of organizational resources, i.e. human, physical, and financial, while practicing appropriate Biblical stewardship.
- B3. Practice appropriate professional appearance and behavior as a professional identity is developed.

OFF-CAMPUS PROGRAMS
The Central Christian College business student has multiple ways to enrich their educational experience through off-campus opportunities. The department regularly offers national and international travel opportunities studying various topics including economics, finance, culture, trade, and monetary systems. Arrangements can also be made to study with the Council for Christian Colleges and Universities (CCCU) in their Best Semester program. CCC is also partnering with Students International where students have the opportunity to spend a semester in another country studying local culture, finance, economics, language, investment, entrepreneurship, etc.

PHI BETA LAMBDA
Anyone interested in business is encouraged to join Phi Beta Lambda (PBL). Monthly meetings include special speakers and tours. Student leaders develop annual projects conducted by the organization. In the spring, members have an opportunity to demonstrate their business skills at the Kansas PBL State Leadership Conference (SLC). Central students typically win 35-40 awards at this conference. Central Christian College of Kansas state winners participate and place regularly at the PBL National Leadership Conference (NLC) held at various sites across the nation.
# ACCOUNTING

## Bachelor of Science in Business

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<th>Course Name</th>
<th>Credits</th>
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<td>GS-SM 104</td>
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<td>EN-CP 103</td>
<td>English Composition I (WV-ACT≥22)*</td>
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<td>EN-CP 104</td>
<td>English Composition II</td>
<td>3</td>
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<td>Communication Course</td>
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<td>SS-AP 291</td>
<td>Scientific Writing Seminar: APA</td>
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### Liberal Arts

**Foundational Core (6 Credits)**

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<th>Course Code</th>
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<tr>
<td>EN-CP 103</td>
<td>English Composition I (WV-ACT≥22)*</td>
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</tr>
<tr>
<td>EN-CP 104</td>
<td>English Composition II</td>
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<td>Communication Course</td>
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**Foundational Core (3 Credits)**

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<th>Credits</th>
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<tbody>
<tr>
<td>SS-PY 110</td>
<td>General Psychology</td>
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<tr>
<td>NS-MA 104</td>
<td>College Algebra</td>
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<td>Natural Science (NS) or Statistical Reasoning Course</td>
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**Foundational Core (3 Credits)**

<table>
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<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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### Business Core (30 Credits)

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<tr>
<td>BS-AC 220</td>
<td>Financial Accounting</td>
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<td>BS-AC 221</td>
<td>Managerial Accounting</td>
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<td>BS-CP 235</td>
<td>Computer Application in Business</td>
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<td>BS-EC 260</td>
<td>Microeconomics</td>
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<td>BS-EC 261</td>
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<tr>
<td>BS-MG 311</td>
<td>Advanced Professional Communication [WI]</td>
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<tr>
<td>BS-MG 351</td>
<td>Principles of Management</td>
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<tr>
<td>BS-MG 352</td>
<td>Principles of Marketing</td>
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<td>BS-MG 353</td>
<td>Principles of Finance</td>
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<td>BS-MG 357</td>
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<td>Professional Ethics</td>
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<td>BS-MG 451</td>
<td>Strategic Management [Capstone]</td>
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**Business Core (27 Credits)**

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<td>BS-AC 316</td>
<td>Individual Income Tax</td>
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<tr>
<td>BS-AC 320</td>
<td>(MC) Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BS-AC 321</td>
<td>(MC) Intermediate Accounting II</td>
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<td>BS-AC 322</td>
<td>Cost Accounting</td>
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<tr>
<td>BS-AC 323</td>
<td>Computerized Accounting</td>
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<tr>
<td>BS-AC 437</td>
<td>(MC) Principles of Auditing</td>
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### Accounting Core (3 Credits)

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<tr>
<td>BS-AC 316</td>
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<td>BS-AC 320</td>
<td>(MC) Intermediate Accounting I</td>
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<td>(MC) Intermediate Accounting II</td>
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<td>BS-AC 322</td>
<td>Cost Accounting</td>
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<td>BS-AC 323</td>
<td>Computerized Accounting</td>
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<td>BS-AC 437</td>
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### Capstone Experiences

<table>
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<tbody>
<tr>
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### Elective Credits

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 13*

### Natural Science/Statistical Reasoning Requirement met by BS-MG 209

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**Elective Credits**

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ENTREPRENEURSHIP
Bachelor of Science in Business
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<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Business Core (45 Credits)</th>
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<tbody>
<tr>
<td>EN-CP 102 English Essentials as prerequisite to EN-CP 103</td>
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- **Elective Credits**

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

**Liberal Arts**

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**Business Core (45 Credits)**

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<td>BS-EC 261 Macroeconomics</td>
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<td>BS-MG 311 Advanced Professional Communication (WI)</td>
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<tr>
<td>BS-MG 351 Principles of Management</td>
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<td>BS-MG 352 Principles of Marketing</td>
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<td>BS-MG 357 Business Law</td>
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<td>BS-MG 363 Professional Ethics</td>
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<tr>
<td>BS-MG 451 Strategic Management (Capstone)</td>
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<td>BS-MG 356 Human Resource Management</td>
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<td>BS-MG 365 Sales and Sales Force Management</td>
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<td>BS-MG 371 Introduction to Entrepreneurship</td>
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**Capstone Experiences**

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**Liberal Arts**

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MANAGEMENT
Bachelor of Science in Business

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

**Foundational Skills**

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**Liberal Arts**

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**Management Core (35 Credits)**

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**Management Core (15 Credits)**

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**Capstone Experiences**

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**Elective Pool**

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**Natural Science/Statistical Reasoning Requirement met by BS-MG 209**

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*

**Elective Credits**

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MARKETING
Bachelor of Science in Business
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**Liberal Arts**

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<td>Fit Soul</td>
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<td>Philosophy Course</td>
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<td>Worldview Course</td>
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**Capstone Experiences**

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**Business Core (36 Credits)**

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<tr>
<td>SS-PY 310</td>
<td>Research Methods/Applied Statistics</td>
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</tr>
<tr>
<td>BS-MG 362</td>
<td>Promotional Strategies</td>
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</tr>
<tr>
<td>BS-MG 365</td>
<td>Sales/Sales Force Management</td>
<td>3</td>
</tr>
<tr>
<td>CO-CO 340</td>
<td>Public Relations</td>
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**Choose one**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td>HU-AR 212</td>
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**Elective Pool**

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<tr>
<td>CO-CO 312</td>
<td>Interpersonal Communications (3)</td>
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</tr>
<tr>
<td>CO-CO 323</td>
<td>Media Productions (3)</td>
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<tr>
<td>BS-RM 305</td>
<td>Personal Insurance (3)</td>
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<tr>
<td>BS-AC 322</td>
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<td>BS-AC 323</td>
<td>Computerized Accounting (QuickBooks) (3)</td>
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<td>BS-CP 335</td>
<td>Advanced Computer Applications in Business (3)</td>
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<td>BS-MG 342</td>
<td>Investments (3)</td>
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<td>BS-MG 355</td>
<td>Organizational Leadership</td>
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<tr>
<td>BS-MG 371</td>
<td>Introduction to Entrepreneurship (3)</td>
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<tr>
<td>BS-MG 372</td>
<td>International Business (3)</td>
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<td>BS-EC 365</td>
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**Elective Credits**

- [ ] CO-CO 221
- [ ] CO-CO 312
- [ ] CO-CO 323
- [ ] BS-RM 305
- [ ] BS-AC 322
- [ ] BS-AC 323
- [ ] BS-CP 335
- [ ] BS-MG 342
- [ ] BS-MG 355
- [ ] BS-MG 371
- [ ] BS-MG 372
- [ ] BS-EC 365
- [ ] BS-AP 495

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103
# ORGANIZATIONAL LEADERSHIP

## Bachelor of Science in Business

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## Foundational Skills

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<tr>
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<tr>
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<td>English Composition I (WV-ACT≥22)*</td>
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## Liberal Arts

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## Organizational Leadership Core (47 Credits)

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<td>Survey of Economics</td>
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<td>BS-CP 235</td>
<td>Computer Application in Business</td>
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<td>BS-MG 311</td>
<td>Advanced Professional Communication [WI]</td>
<td>3</td>
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<tr>
<td>BS-MG 351</td>
<td>Principles of Management</td>
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<td>BS-MG 365</td>
<td>Organizational Behavior</td>
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<td>SS-PY 211</td>
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<td>SS-PY 320</td>
<td>Social Psychology</td>
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<td>SS-PY 200</td>
<td>Stress Management</td>
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<td>BS-MG 451</td>
<td>Strategic Management [Capstone]</td>
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## Elective Pool

- SO-SO 202  Principles of Sociology (3)
- SS-PY 310  Research Methods/Applied Statistics (3)
- BS-RM 205  Principles of Insurance and Risk Management (3)
- BS-MG 209  Statistics (3)
- BS-MG 352  Principles of Marketing (3)
- BS-MG 353  Principles of Finance (3)
- BS-MG 362  Promotional Strategies (3)
- BS-MG 365  Sales & Sales Force Management (3)
- BS-MG 371  Introduction to Entrepreneurship (3)
- BS-EC 365  Personal Financial Management (3)
- BS-AP 495  Internship [Business] (3)

## Elective Credits

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<td>Senior Portfolio</td>
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*ACT English ≤18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
# RISK MANAGEMENT

## Bachelor of Science in Business

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>GS-SM 104</td>
<td>First Year Seminar</td>
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<tr>
<td>EN-CP 103</td>
<td>English Composition I (WV-ACT≥22)*</td>
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<td>EN-CP 104</td>
<td>English Composition II</td>
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</tr>
<tr>
<td>SS-AP 291</td>
<td>Scientific Writing Seminar: APA</td>
<td>1</td>
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</tbody>
</table>

### Liberal Arts

- **Fit Mind**
  - Science Course: 3
  - College Algebra: 3

- **Fit Body**
  - Arts Course: 3
  - Wellness Course: 3

- **Fit Soul**
  - Philosophy Course: 3
  - Worldview Course: 3

### Capstone Experiences

- Biblical Literature Course (MT-CH): 3
- Professional Portfolio: 0-1
- Senior Portfolio: 0

### Natural Science/Statistical Reasoning Requirement met by BS-MG 209

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

### Elective Credits

### Business Core (75 Credits)

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<tr>
<td>BS-AC 221</td>
<td>Managerial Accounting</td>
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</tr>
<tr>
<td>BS-CP 235</td>
<td>Computer Application in Business</td>
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<tr>
<td>BS-EC 260</td>
<td>Microeconomics</td>
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<td>BS-EC 261</td>
<td>Macroeconomics</td>
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<tr>
<td>BS-MG 311</td>
<td>Advanced Professional Communication [WI]</td>
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</tr>
<tr>
<td>BS-MG 351</td>
<td>Principles of Management</td>
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</tr>
<tr>
<td>BS-MG 352</td>
<td>Principles of Marketing</td>
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<td>BS-MG 353</td>
<td>Principles of Finance</td>
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<td>BS-MG 357</td>
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<td>BS-MG 363</td>
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<tr>
<td>BS-MG 451</td>
<td>Strategic Management [Capstone]</td>
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### Risk Management Core (30 Credits)

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<td>BS-MG 209</td>
<td>Statistics</td>
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<td>BS-MG 356</td>
<td>Human Resource Management</td>
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</tr>
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<td>BS-RM 205</td>
<td>Principles of Insurance and Risk Management</td>
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<tr>
<td>BS-RM 305</td>
<td>Personal Insurance</td>
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<td>BS-RM 306</td>
<td>Commercial Insurance &amp; Risk Management</td>
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<td>BS-RM 312</td>
<td>Commercial Underwriting Principles</td>
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</tr>
<tr>
<td>BS-RM 343</td>
<td>Claim Handling Principles and Practices</td>
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<td>BS-RM 358</td>
<td>Risk Management Principles and Practices</td>
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<tr>
<td>BS-RM 360</td>
<td>Foundations of Risk Management and Insurance</td>
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### Choose one

- BS-MG 355 Organizational Behavior: 3
- BS-AP 495 Internship [Business]: 3
COMMUNICATION

Communication is an essential part of our daily lives: TV, internet, road signs, magazines, radio, telephones, books, discussions. Each and every one represents just some of the many ways we are involved with communication. Since communication is such an essential part of who we are, it is vital that those fields related to communication have well-trained individuals who can keep the communication going.

ABC broadcaster Rowan Forster says, “The church is very good at training, equipping and sending out pulpit ministers and overseas missionaries. But perhaps it would also be good to be putting more emphasis on training, equipping and sending out Christian journalists, artists, playwrights, movie producers, TV anchors and so on in every walk of life where influence is wielded in the wider marketplace.”

The Communication majors at Central Christian College of Kansas are dedicated to training, equipping, and sending out students who can impact the world. Courses are designed to aid students in the careers of their choice through proficiency in the use of language as a vocational and ministry tool.

At Central Christian College of Kansas, even freshman students receive “hands-on experience” rather than having to “wait their turn,” which happens at many larger universities. Central Christian College of Kansas’ distinctive size opens the door for them to be involved in journalistic publications, dramatic productions, sports announcing, as well as many other venues.

Since Central Christian College of Kansas is committed to personalized education, students can be assured that they will have the opportunity not only to learn from their courses but will have the chance to interact in dynamic learning environments.

MISSION

The Communicative Arts Department mission is to develop students with active and creative minds (fit mind), a sense of understanding and compassion for others (fit hearts), self-confidence and interpersonal skills (fit body), and the courage and spiritual maturity to act on their beliefs (fit soul).

PROGRAM OUTCOMES

- **Fit Mind**: The student can critique and express the role and practices of the Communicative Arts in an interconnected world.
- **Fit Heart**: The student integrates language and images in shaping thinking and behavior with those from diverse cultural backgrounds and worldviews.
- **Fit Body**: The student can produce industry-quality content in various forms.
- **Fit Soul**: The student can evaluate the ethical standards and practices of Communicative Art professionals in relationship to personal faith and public policy.
COMMUNICATION

Bachelor of Arts

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<tr>
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<th>Communication Core (27 Credits)</th>
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<tr>
<td>GS-SM 104 First Year Seminar</td>
<td>CO-CO 221 Introduction to Mass Media</td>
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<tr>
<td>EN-CP 103 English Composition I (WV-ACT≥22)*</td>
<td>CO-CO 312 Interpersonal Communication</td>
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<tr>
<td>EN-CP 104 English Composition II</td>
<td>CO-CO 323 Media Production I</td>
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<td>Communication Course</td>
<td>CO-CO 340 Public Relations</td>
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<th>Digital Arts Core (6 Credits)</th>
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<td>History Course</td>
<td>HU-AR 203 Electronic Digital Imaging</td>
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<tr>
<td>Math Course</td>
<td>HU-AR 209 Introduction to Photography</td>
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<tr>
<td>Science Course</td>
<td>HU-AR 213 Electronic Publishing</td>
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<td>Liberal Arts</td>
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<td>Humanities Course (HU; MU; EN-LT)</td>
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<td>Wellness Course</td>
<td>BS-MG 311 Advanced Professional Communications</td>
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<td>Liberal Arts</td>
<td>BS-MG 399 Professional Portfolio</td>
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<td>Behavioral Science Course</td>
<td>HU-AR 212 Electronic Illustration</td>
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<td>Liberal Arts</td>
<td>BS-MG 499 Senior Portfolio</td>
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<td>Philosophy Course</td>
<td>○ Sports Communication</td>
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<td>Worldview Course</td>
<td>BS-SM 302 Sport Law</td>
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<td>Practicum or Internship</td>
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<td>Biblical Literature Course (MT-CH)</td>
<td>○ Public Relations</td>
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<td>GS-SM 399 Professional Portfolio</td>
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<td>BS-RM 352 Principles of Marketing</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

Elective Credits

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ABOUT THE PROGRAM

The purpose of the Criminal Justice program is to prepare students for possible careers in criminal justice and prepare them to be agents of justice in a global community.

The Criminal Justice program at Central Christian College of Kansas embraces our redemptive role in society and the call of God to provide communal justice. This requires that the student not only understand the professional skills related to criminal justice but also the personal perspectives and dispositions needed to become effective agents of justice in a global community.

Students in the Criminal Justice program will have the advantage of interacting with professionals in the field of criminal justice. Courses are taught by experienced officers in the legal systems which provides excellent teaching on each subject and immediate points of application to real world issues faced by those in the world of Criminal Justice.

Because this program is a hybrid program including both on-campus and online courses, the student will also have the opportunity to interact with a variety of other criminal justice students who are actively engage in the profession.

PROGRAM OBJECTIVES

- **Fit Mind:** The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- **Fit Heart:** The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- **Fit Soul:** The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- **Fit Body:** The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.
CRIMINAL JUSTICE
Bachelor of Science

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<td>SS-CJ 235 Criminal Justice Systems</td>
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<td>SS-CJ 241 Introduction to Law &amp; Legal Studies</td>
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<td>SS-CJ 242 Patrol Operations</td>
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<td>SS-CJ 316 Introduction to Forensic Science</td>
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<td>SS-CJ 340 Criminal Law</td>
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<td>SS-CJ 341 Criminal Investigations</td>
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<td>EN-CP 104 English Composition II</td>
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<tr>
<th>Capstone Experiences</th>
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<tr>
<td>SS-AP 491 Senior Seminar[WI/Capstone]</td>
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<td>SS-CJ 214 Introduction to Law Enforcement</td>
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<td>SS-CJ 235 Criminal Justice Systems</td>
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<td>SS-CJ 241 Introduction to Law &amp; Legal Studies</td>
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<td>SS-CJ 242 Patrol Operations</td>
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<td>SS-CJ 316 Introduction to Forensic Science</td>
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<td>SS-CJ 340 Criminal Law</td>
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<td>SS-CJ 341 Criminal Investigations</td>
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<td>SS-CJ 342 Corrections</td>
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<td>SS-CJ 343 Criminology</td>
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<td>SS-CJ 350 Police Administration</td>
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<td>SS-PY 320 Social Psychology</td>
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<td>SS-SO 202 Sociology</td>
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<tr>
<td>SS-CJ 100 All Courses (3)</td>
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<td>BS-MG 357 Business Law (3)</td>
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<td>SS-PY 330 Abnormal Psychology (3)</td>
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<tr>
<td>SS-SO 306 Social Problems (3)</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103
EDUCATION (TEACHER EDUCATION)

OVERVIEW
As a Christian college, we train educators to take their place in the classrooms of the world in the Christian, private, and public school sectors. Our focus is to train responsive practitioners who impact the whole child - cognitively, emotionally, socially, physically, and spiritually. We believe that each child is created in the image of God, who wants each one to reach his/her full potential.

VISION
The vision of the Central Christian College Teacher Education Program is to develop quality professional teachers with a Christian world view to teach in public, private, and Christian schools around the world.

MISSION
The mission of the Central Christian College Teacher Education Program is to develop the Responsive Practitioner: Rationally Competent (Fit Minds), Professionally Astute (Fit Bodies), Socially Responsible (Fit Hearts), and Service Oriented (Fit Souls), from the perspective of a Christian world-view.

ACCREDITATION
Central Christian College of Kansas has a long history of helping educate our nation’s teachers. Education is the most commonly pursued occupation among all of our alumni. Central’s Department of Teacher Education is accredited by the Kansas State Board of Education.

Accreditation should not be confused with licensure. Students successfully completing the education program at Central Christian College of Kansas will have met the requirements to sit for competency exams. This step is required before a student can be officially recognized as a qualified teacher.

Since the education program at Central Christian College of Kansas is accredited by the Kansas State Board of Education, additional conditions may be required for licensure in other states.

TEACHER CANDIDATE OUTCOMES

FIT MINDS (RATIONALLY COMPETENT: INTELLECTUAL AND PSYCHOLOGICAL)
- M1 – Does the student teacher demonstrate familiarity with developmental science and learning theories, adapting learning strategies in response to the cognitive, linguistic, cultural, emotional, spiritual, and physical abilities of students? Evidenced by lessons and interactions that are fitting to the age/developmental level of the program. Can the student teacher make revisions and modifications to ensure that material and exercises are appropriate?
- M2 – Does the student teacher demonstrate subject knowledge and promotes appropriate levels of literacy with students? Evidenced by lessons that validate understanding of the content and an understanding of the student’s current knowledge base. Does the student teacher ensure that students master concepts, including opportunities to increase language skills?
- M3 – Does the student teacher employ assessment resources to analyze student learning, using results to improve student and professional practice? Evidenced by lesson planning that demonstrates application of data gleaned from assessment. Has the student teacher assessed students and used the information to improve student performance?
- M4 – Does the student teacher demonstrate familiarity with intervention and organizational strategies that allow for the efficient management of time, resources, and behavior? Evidenced by classroom management that recognizes the interplay between student achievement and the availability of resource. Does the student teacher manage the classroom, individuals, and resources in such a way that student achievement is enhanced?

FIT HEARTS (SOCIALLY RESPONSIBLE: CULTURAL AND RELATIONAL)
- H1 – Does the student teacher appropriately challenge personal, public, and pupil biases and misconceptions, cultivating innovative and diverse outcomes? Evidenced by interactions that guide students to reflect upon and improve cognitive and behavioral expectations. Does the student teacher address errors in thought or practice, providing insight and exploration resulting in improved performance?
- H2 – Does the student teacher nurture a safe and affirming learning environment (physically, emotionally, and socially), respecting individual differences while fostering a climate of collaboration and community. Evidenced by student interactions encouraging a positive sense of self and fostering teamwork and cooperation. Does the student teacher show respect for individual differences and help individuals blend unique perspectives and abilities into mutually supportive learning environment?
- H3 – Does the student teacher design instruction that builds upon the personal context, literacy,
knowledge and experiences of each student? Evidenced by lesson planning designed to address the unique needs of the classroom. Does the student teacher adapt lessons and experiences to provide a scaffolding approach, building on the collective knowledge, skills, and abilities of the class?

- **H4** – Does the student teacher maintain a classroom environment that fosters creativity and innovation, moving students beyond mere knowledge acquisition towards practical application appropriate to the individual abilities and skills of the students? Evidenced by teaching methods that promote appropriate higher order thinking and meta-cognition. Does the student teacher promote methods of inquiry and analytical skills, encouraging student to synthesize diverse ideas and concepts to address real world issues?

**FIT SOULS (SPIRITUAL RESPONSIVE: SPIRITUAL AND ENVIRONMENTAL)**

- **S1** – Does the student teacher participate in collaborative leadership initiatives and assessment activities that strengthen student performance and professional practice? Evidenced through the application of knowledge, skills, or abilities attained through professional development opportunities and resources, including the use of evaluative data, based on personal and student performance. Does the student teacher participate in professional development and discuss ideas for improvement?

- **S2** – Does the student teacher advocate for students, collaborating with colleagues, families, and communities, to promote learner growth and development. Evidenced through the development of collegial and familial relationships, beyond the students in the class. Does the student teacher interact with other teachers, staff, and families beyond the direct requirements of the classroom?

- **S3** – Does the student teacher exhibit Christian character through the ethical and professional execution of their office? Evidenced by a professional demeanor that promotes excellence and provides an example to colleagues and student alike. Does the student teacher act ethically and promote a positive perspective of the office of teacher-educator?

- **S4** – Does the student teacher contribute to the enhancement of learning, employing technology, relationships, research, and resources to ensure equitable and effective access to all. Evidenced by teaching methods that utilize appropriate and effective resources to augment and improve student learning. Does the student teacher leverage resources – even to the point of seeking out resources – that result in improved student engagement or student performance?

**FIT BODIES (PROFESSIONALLY ASTUTE: PHYSICAL AND VOCATIONAL)**

- **B1** – Does the student teacher deliver instruction that reflects reliance on academic standards, assessment data, and a scaffolding approach to learning? Evidenced by lesson planning that considers outcomes, current performance, and the working knowledge of the students. Does the student teacher develop lessons that move students from where they are to the desired outcomes sought by the school or district?

- **B2** – Does the student teacher identify, acquire, and utilize effective learning resources and assets (technologies) to maximize learning and student engagement. Evidenced by the ability of the student teacher to discover, access, and operate learning technologies that enhance student learning. Does the student teacher leverage technology or resources that effectively engage student and promote mastery of concepts or skills?

- **B3** – Does the student teacher communicate effectively, utilizing multiple mediums and modes, ensuring a clear understanding of objectives, expectations, and feedback? Evidenced by patterns of communication that demonstrate an ability to convey ideas and thoughts effectively. Does the student teacher communicate in a way that others clearly understand, including the use of technological and creative forms of communication?

- **B4** – Does the student teacher present lessons that promote critical thinking and challenge students to consider the interconnectivity and diversity of knowledge, skills, and abilities? Evidenced by specific challenges to reflect and “think-through” observations, assumptions, and answers. Does the student teacher move beyond teaching the subject or does he or she challenge the students to engage how they think and recognize how answers or inquiries in one field of study affect or inform another?

**PROCEDURES FOR PROGRAM COMPLETION**

The four-level process below directs candidates toward the successful completion of the program and qualification for teacher licensure application.

**Level I: Pre-Candidacy**

1. Successful Completion of ED-CC 100, 110, & 120
2. General Education Course Work
3. Admission to Educator Preparation Program (EPP)

**Criteria for Admission to EPP**

Prior to making application to the Educator Preparation Program (EPP), the pre-candidate should be working
toward meeting the admissions criteria. Transfer students should seek advisement from the Education Office and will be dealt with on an individual basis in accordance with their course work and its integration into the requirements of EPP. Admission to the Educator Preparation Program will be based on a review of the following information to be provided by the student:

1. Obtain the Candidate Status Checklist from the teacher education coordinator for use in tracking requirements.
2. Provide documentation of seventy-five (75) contact hours with PreK-12 students in settings such as camp counseling, after-school programs, Sunday School, YMCA, etc. Use Level I Professional Related Service Requirement form.
3. Take ED-CC 100, Introduction to Education, as a freshman or sophomore with a minimum grade of "C." Students on academic probation are ineligible; transfer students will be advised.
4. Complete two field experiences, ED-CC 110 and ED-CC 120, with a minimum grade of "C" in each. Field experiences consist of a minimum of thirty (30) contact hours each, taken concurrently with Intro to Education (in addition to the initial 75 contact hours).
5. Complete and submit Level I Application to Educator Preparation Program.
6. Complete thirty (30) semester credits of general education course work with a GPA of 2.75 or higher. Prerequisite courses (General Psychology, English Composition I and English Composition II, Speech, and Algebra or Survey of Contemporary Mathematics) must be completed with a minimum grade of "C."
7. Meet ED-CC 100 requirements for Portfolio Project, scoring "Proficient" or higher. Present for Evaluation I.
8. Passing scores on C-Base Exam, taken freshman or sophomore year. (235 English & 235 Math)
9. Recommend a minimum ACT score of 21 or SAT equivalent.
10. Two essays written during ED-CC 100: "Why I Wish to Teach," and "My Worldview."
11. Provide three references: pastoral, professional, and faculty. Use Level I Reference for Admission to Educator Preparation Program form.
12. Provide documentation of negative TB test in past 12 months.
13. Compliance with Central Christian College Community Expectations Covenant.
14. Declaration of Understanding

When the admissions file is complete, the applicant will be interviewed by the Teacher Education Committee. Students will receive written notification of TEC action.

**Level II: Professional Core**

1. Professional Core Curriculum Course Work
2. Admission to Student Teaching Experience (STE)

Students must be accepted into EPP prior to enrollment in the professional core classes, unless permission is granted by the chair. A minimum cumulative GPA of 2.75 must be maintained and a minimum GPA of 3.0 is required for professional course work. Students must also earn a grade of “C” or above in all education core courses.

**Application to CTE**
The Student Teaching Experience (STE) will take place in the student’s senior year. Application must be made during Level II, typically the junior year. Successful completion of the Educator Preparation Program at CCC involves academic, emotional, spiritual, and physical maturity. Candidates must demonstrate their teaching proficiency through successfully completing a 14 week comprehensive, professional classroom experience. Application should be made the first Friday in December of the year prior to the STE. The procedures to follow are listed below:

1. Maintain a cumulative GPA of 2.75 or higher.
2. Maintain a GPA of 3.0 in Professional Core course work.
3. Obtain a minimum grade of "C" in Field Experience.
4. Make application for the STE by completing and submitting the Level II Application for Student Teaching Experience form to the teacher education coordinator.
5. Provide reference using the required form, Level II Reference for Admission to Student Teaching Experience. The following reference is required: one faculty member in the candidate’s content field.
6. Present Portfolio Project for Evaluation when requested by Department Chair.
7. Provide documentation of background check at entrance to program and/or the commencement of taking methods course.
8. Proof of $100,000 educators’ liability insurance must be on file with the department coordinator.
11. Compliance with Central Christian College Community Expectations Covenant.
12. Successfully pass criminal background check.
13. Complete interview with Teacher Education Council and be approved for STE.

**Level III: Clinical Teaching Experience**

1. Successful Completion of STE
2. Fulfillment of all Graduation Requirements

Successful completion of the Educator Preparation Program at CCCK involves academic, emotional and spiritual maturity. Candidates must demonstrate their teaching proficiency through successfully completing a comprehensive, professional classroom experience. The Clinical Teaching Experience will consist of a minimum of 14 weeks supervised classroom participation. The STE Seminar will be a part of the course, involving a minimum of four sessions on campus, meeting with other STE participants and educational faculty.

**Professional Practices in Education**

After completing the STE, students will return to campus for the remainder of the semester where they will complete all requirements for Professional Practices in Education, ED 410. It is designed to aid candidates in making final preparations for procuring a teaching position.

**Portfolio Evaluation**

At the completion of the STE, students will add KPTP work samples from the STE to their portfolio. It will be presented for Evaluation III before the end of the semester.

**Level IV: Program Completion & Teacher Licensure**

1. Degree Awarded
2. Application for Teacher Licensure

The final phase of the candidate’s program takes place on campus following the completion of the Student Teaching Experience. It will be a time for "wrapping up" the entire process and making final preparations for securing a teaching position. Requirements for program completion are:

1. Fulfill all graduation requirements for both professional and content area
2. Schedule and successfully complete a program exit interview with advisor and/or department chair
3. Degree Awarded
4. Take the Praxis exams (PLT and content area)
5. Application for teacher licensure

**DEGREE REQUIREMENTS**

All prospective elementary education students must meet the requirements for entrance into the Educator Preparation Program.

All elementary education majors must complete the following General Education, Professional Education Core and Professional Elementary Education courses.

**General Education**

Elementary Education majors should pay close attention to the courses chosen to fulfill their General Education Core. The course requirements for education majors can partially be met through completion of the General Education Core. The prepared student will be aware of all requirements prior to enrolling in courses.
EDUCATION [ELEMENTARY]
Bachelor of Elementary Education

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Professional Education Core (37 Credits)</th>
</tr>
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<tbody>
<tr>
<td>GS-SM 104 First Year Seminar</td>
<td>ED-CC 100 Introduction to Education</td>
</tr>
<tr>
<td>EN-CP 103 English Composition I (WV-ACT≥22)*</td>
<td>ED-CC 110 Early Field Experience</td>
</tr>
<tr>
<td>EN-CP 104 English Composition II</td>
<td>ED-CC 120 Culturally Diverse Experience</td>
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<tr>
<td>Communication Course</td>
<td>ED-CC 265 Instructional Media &amp; Technology</td>
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<td>ED-CC 281 Principles of Teaching and Learning</td>
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<td>ED-CC 300 Exceptional and Diverse Learners</td>
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<td>ED-CC 310 Educational Assessments and Statistics</td>
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<td>ED-CC 315 Classroom Management</td>
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<td>ED-EE 380 Field Experience [Elementary]</td>
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<tr>
<td>Liberal Arts</td>
<td>ED-CC 400 Philosophy of Education [WI]</td>
</tr>
<tr>
<td>Fit Mind</td>
<td>ED-CC 410 Professional Practices in Education</td>
</tr>
<tr>
<td>Biological Course</td>
<td>ED-CC 450 Student Teaching [Capstone]</td>
</tr>
<tr>
<td>Physical Science Course</td>
<td></td>
</tr>
<tr>
<td>Math (NS-MA 104 or higher)</td>
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<tr>
<td>History Course</td>
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<tr>
<td>World Geography</td>
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<tr>
<td>General Psychology</td>
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<td>Fit Body</td>
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<tr>
<td>Perceiving the Arts</td>
<td>ED-EE 226 Children’s &amp; Adolescent Literature</td>
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<tr>
<td>Wellness Course</td>
<td>ED-EE 340 Foundations of Literacy</td>
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<td>ED-EE 341 Emerging Literacy &amp; Assessment</td>
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<tr>
<td>Fit Soul</td>
<td>ED-EE 343 Elementary Language Arts Methods</td>
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<tr>
<td>Introduction to Philosophy</td>
<td>ED-EE 345 Elementary Mathematics Methods</td>
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<td>Worldview Course</td>
<td>ED-EE 346 Elementary Science Methods</td>
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<tr>
<td>Capstone Experiences</td>
<td>ED-EE 347 Elementary Social Science Methods</td>
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<tr>
<td>Biblical Literature Course (MT-CH)</td>
<td>ED-EE 348 Elementary Fine Arts Methods</td>
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<tr>
<td>GS-SM 399 Professional Portfolio</td>
<td>ED-PE 350 PREK-6 Physical Education Methods</td>
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<tr>
<td>GS-SM 499 Senior Portfolio</td>
<td>ED-EE 442 Ad. Literacy Instruction &amp; Assessment</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

Elective Credits

| ED-EE 226 Children’s & Adolescent Literature |
| ED-EE 340 Foundations of Literacy |
| ED-EE 341 Emerging Literacy & Assessment |
| ED-EE 343 Elementary Language Arts Methods |
| ED-EE 345 Elementary Mathematics Methods |
| ED-EE 346 Elementary Science Methods |
| ED-EE 347 Elementary Social Science Methods |
| ED-EE 348 Elementary Fine Arts Methods |
| ED-PE 350 PREK-6 Physical Education Methods |
| ED-EE 442 Ad. Literacy Instruction & Assessment |

22 Students may opt to take their Field Experience in an Urban or International setting. This distinction will appear on the course on the transcript.
**EDUCATION [PHYSICAL EDUCATION]**

**Bachelor of Physical Education**

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

### Foundational Skills

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<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tr>
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<td>First Year Seminar</td>
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<tr>
<td>EN-CP 103</td>
<td>English Composition I (WV-ACT≥22)*</td>
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<td>EN-CP 104</td>
<td>English Composition II</td>
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### Liberal Arts

**Fit Mind**

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<tr>
<td>NS-BI 101</td>
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<td>NS-BI 204</td>
<td>Anatomy &amp; Physiology I</td>
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<td>NS-BI 205</td>
<td>Anatomy &amp; Physiology II</td>
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<td>Math Course (NS-MA 104 or higher)</td>
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**Fit Body**

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<tr>
<td>SS-PY 110</td>
<td>General Psychology</td>
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**Fit Heart**

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<tbody>
<tr>
<td>SS-SH 210</td>
<td>Personal &amp; Community Health</td>
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**Fit Soul**

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<tr>
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### Capstone Experiences

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<td>GS-SM 399</td>
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<tr>
<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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### Professional Education Core (37 Credits)

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<tr>
<td>ED-CC 100</td>
<td>Introduction to Education</td>
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<tr>
<td>ED-CC 110</td>
<td>Early Field Experience</td>
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<td>ED-CC 120</td>
<td>Culturally Diverse Experience</td>
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</tr>
<tr>
<td>ED-CC 265</td>
<td>Instructional Media &amp; Technology</td>
<td>2</td>
</tr>
<tr>
<td>ED-CC 281</td>
<td>Principles of Teaching and Learning</td>
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<td>ED-CC 300</td>
<td>Exceptional and Diverse Learners</td>
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<td>ED-CC 310</td>
<td>Education Assessments and Statistics</td>
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<td>ED-CC 315</td>
<td>Classroom Management</td>
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<tr>
<td>ED-CC 400</td>
<td>Philosophy of Education [WI]</td>
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<td>ED-CC 410</td>
<td>Professional Practices in Education</td>
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<tr>
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**Choose at least one 23**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED-EE 380</td>
<td>Field Experience [Elementary]</td>
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<tr>
<td>ED-SE 385</td>
<td>Field Experience [Secondary]</td>
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### Physical Education Core (39 Credits)

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<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ED-PE 350</td>
<td>PREK-6 Physical Education Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED-PE 351</td>
<td>6-12 Physical Education Methods</td>
<td>2</td>
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<tr>
<td>SP-SH 201</td>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>SP-SH 202</td>
<td>Introduction to P.E., Sport, &amp; Fitness</td>
<td>3</td>
</tr>
<tr>
<td>SP-SH 208</td>
<td>Introduction to Team Sports</td>
<td>2</td>
</tr>
<tr>
<td>SP-SH 307</td>
<td>Individual &amp; Dual Sports Analysis</td>
<td>3</td>
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<tr>
<td>SP-SH 308</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SP-SH 309</td>
<td>Outdoor Recreation</td>
<td>3</td>
</tr>
<tr>
<td>SP-SH 310</td>
<td>Kinesiology</td>
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<td>SP-SH 312</td>
<td>Adaptive Physical Education</td>
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<td>SP-SH 320</td>
<td>Measurement &amp; Evaluation in Health &amp; P.E.</td>
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<td>SP-SH 420</td>
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<td>SP-SH 426</td>
<td>Motor Learning</td>
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<td>SP-AC 146</td>
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<td>SP-AC 147</td>
<td>Tumbling I</td>
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</table>

**Elective Credits**

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*

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23 Students must take a total of 4 hours for Field Experience. Can be achieved through a combination of Elementary and Secondary experience.

24 Students may opt to take their Field Experience in an Urban or International setting. This distinction will appear on the course on the transcript.
ENGLISH

THE CENTRAL DISTINCTIVE
The English Major offers studies in writing, detailed studies of literature, and introductory studies in modern literary theory all of which will engage students to explore the relationships between literature and their faith in Jesus Christ. A full course of study in English enables students to interpret and synthesize complex information; competently and creatively communicate as well as employ adaptable research and problem-solving skills. Therefore, the BS with English Major will serve as a foundational degree that offers excellent training for a wide variety of employment opportunities including writing, editing, journalism, ministry, law, public relations, education, and business.

DEPARTMENT OUTCOMES
1. Students demonstrate knowledge of a variety of texts, both print and non-print (fit mind).
2. Students demonstrate knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others (fit heart).
3. Students demonstrate the ability to communicate effectively and responsibly for a variety of audiences and for different purposes (fit body).
4. Students demonstrate an appreciation for the Lordship of Jesus Christ through reading, writing, speaking, listening, thinking, and viewing and their interconnections (fit soul).

CAMPUS OPPORTUNITIES

Sigma Tau Delta
This international honor society consists of students who meet the high academic standards required for membership. The purpose of this society is to facilitate academic and professional growth through participating in rewarding activities such as fundraisers, outings, service projects, open-microphone readings, competitions, and workshops. Through fostering the discipline of creative and critical thinking, the society also hopes to promote interest in literature and to promote a better understanding of the English language on the campus of Central Christian College of Kansas and in the surrounding community.
## ENGLISH
### Bachelor of Arts

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019 through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

### Foundational Skills

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### Liberal Arts

#### Fit Mind

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<tr>
<td>CO-CO 216</td>
<td>Digital Publishing and Productions</td>
<td>3</td>
</tr>
<tr>
<td>EN-LT 217</td>
<td>Introduction to World Literature [WI]</td>
<td>3</td>
</tr>
<tr>
<td>EN-LT 222</td>
<td>Studies in Poetry [WI]</td>
<td>3</td>
</tr>
<tr>
<td>EN-LT 230</td>
<td>Introduction to Shakespeare [WI] II</td>
<td>3</td>
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<td>EN-LT 301</td>
<td>American Literature</td>
<td>3</td>
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<tr>
<td>EN-LT 304</td>
<td>British Literature I</td>
<td>3</td>
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<tr>
<td>EN-LT 305</td>
<td>British Literature II</td>
<td>3</td>
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<tr>
<td>EN-CP 320</td>
<td>Forms of Poetic Writing</td>
<td>3</td>
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<td>EN-LG 321</td>
<td>Linguistics</td>
<td>3</td>
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<tr>
<td>EN-CP 402</td>
<td>Advanced Grammar</td>
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<tr>
<td>EN-CP 408</td>
<td>Adv. Creative Writing &amp; Composition [Capstone/WI]</td>
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<tr>
<td>EN-LT 415</td>
<td>American Novel</td>
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#### Fit Body

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<td>HU-AR 100</td>
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#### Fit Soul

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<td>EN-CP 408</td>
<td>Adv. Creative Writing &amp; Composition [Capstone/WI]</td>
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### Capstone Experiences

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<tr>
<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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</table>

### Elective Credits

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
Not to be mistaken for a political perspective, the Liberal Studies major represents the truest elements of a multidisciplinary approach to completing one’s education. This major gives the opportunity to strategically design course load based on personal and educational goals.

Each department of the College has designed a unique Concentration pulling the essential elements of each area of study. This allows the Liberal Studies student to focus on those key aspects most representative of the course of study chosen, while at the same time providing flexibility in how those areas of study are integrated into the overall learning experience.

HOW IT WORKS
1. In addition to the General Education Core, the student will need to select two Tracks.
2. Six additional credits from a minimum of two different disciplines outside of the disciplines represented by the Concentration will need to be chosen.
   - SP-AC, SP-VS, MU-EN, MU-AP, and MU-MP courses do not apply.
3. Choose a Capstone course associated with one of the two Concentrations. Keep in mind, if a Concentration requires the Capstone as part of the curriculum core, the student will be required to complete the Capstone. In certain cases this may mean the completion of two Capstone experiences.
4. In cases where two tracks have overlapping courses, the student is required to work with his or her advisor to choose appropriate electives so that each track has twenty (20) discrete credit hours.

TRACKS

- Art
- Aviation
- Business: The student may only choose one of the following tracks: Accounting, Entrepreneurship, Management, Organizational Behavior, or Risk Management/Insurance. The second track must be from a different subject area.
- Coaching
- Communication
- Creative Writing
- Criminal Justice
- English
- Exercise Science
- Fitness & Recreational Leadership
- History
- Literature
- Mathematics
- Ministry & Theology: The student may only choose one of the following tracks: Biblical Literature, Ministry, Missions, Student Ministries – Children, Student Ministries – Youth, or Worship Arts. The second track must be from a different subject area.
- Music
- Paraprofessional
- Pre-Law25
- Psychology
- Science & Mathematics: The student may only choose one of the following tracks: Environmental Science, Forensic Science, or Health Careers. The second track must be from a different subject area.
- Sociology
- Sport Management
- Theatre

25 Due to the complexity of Pre-Law requirements, the curriculum for pre-Law students is prescribed elsewhere in this Catalog under its own heading. Please refer to this later section if choosing Pre-Law as a course of study.
LIBERAL STUDIES CURRICULUM

ART
Choose twenty (20) credits from any HU-AR courses, 10 of which must be upper division courses.

BUSINESS

Accounting
BS-AC 220 Financial Accounting ......................... 3
BS-AC 221 Managerial Accounting ......................... 3
BS-AC 322 Cost Accounting ................................. 3
BS-EC 210 Survey of Economics ......................... 3
BS-MG 311 Advanced Professional Com [WI] .......... 3
BS-MG 353 Principles of Finance ......................... 3
BS-AC 323 Computerized Accounting .................. 3

Risk Management
BS-AC 120 Basic Accounting ............................... 3
BS-EC 210 Survey of Economics ......................... 3
BS-RM 205 Prin. Of Insurance & Risk Management .. 3
BS-RM 305 Personal Insurance ............................. 3
BS-RM 306 Commercial Insurance & Risk Mgt. .... 3
BS-MG 351 Principles of Management .................. 3
BS-MG 353 Principles of Finance ......................... 3

Management
BS-AC 120 Basic Accounting ............................... 3
BS-EC 210 Survey of Economics ......................... 3
BS-MG 311 Advanced Professional Com [WI] .......... 3
BS-MG 351 Principles of Management .................. 3
BS-MG 355 Organizational Behavior ..................... 3
BS-MG 356 Human Resource Management ............ 3
BS-MG 357 Business Law .................................. 3

Marketing
BS-AC 120 Basic Accounting ............................... 3
BS-EC 210 Survey of Economics ......................... 3
BS-CP 235 Computer Applications in Business ...... 3
BS-MG 351 Principles of Management .................. 3
BS-MG 352 Principles of Marketing ....................... 3
BS-MG 362 Promotional Strategies ....................... 3
BS-MG 365 Sales/Sales Force Management .......... 3

Entrepreneurship
BS-AC 120 Basic Accounting ............................... 3
BS-CP 235 Computer Applications in Business ...... 3
BS-MG 352 Principles of Marketing ....................... 3
BS-MG 356 Human Resource Management ............ 3
BS-MG 365 Sales and Sales Force Management ...... 3
BS-MG 357 Business Law .................................. 3
BS-MG 371 Introduction to Entrepreneurship ....... 3

Organizational Leadership
BS-EC 210 Survey of Economics (or Micro and Macro courses) ......................... 3

BS-MG 351 Principles of Management .................. 3
BS-MG 355 Organizational Behavior ..................... 3
BS-MG 356 Human Resource Management ............ 3
BS-MG 363 Professional Ethics ......................... 3
SS-PY 211 Leadership Development .................... 2
SS-PY 220 Stress Management ........................... 3
SS-PY 320 Social Psychology ............................. 3

COACHING
SP-SH 201 First Aid .......................................... 2
SP-SH 202 Introduction to P.E., Sport, & Fitness ...... 3
SP-SH 204 Theory of Coaching ............................ 3
SS-PY 400 Sports & Exercise Psychology ............. 2
SP-SH 426 Motor Learning .................................. 3
Choose at least one:
SP-SH 308 Exercise Physiology .......................... 3
SP-SH 310 Kinesiology ...................................... 3
Choose two from the following:
SP-SH 305 Theory of Coaching Basketball ............. 2
SP-SH 306 Theory of Coaching Tennis .................. 2
SP-SH 313 Theory of Coaching Baseball ................ 2
SP-SH 318 Theory of Coaching Soccer .................. 2
Electives:
SP-SH 203 Care & Treatment of Athletic Injuries ..... 2
SP-SH 208 Introduction to Team Sports ............... 3
SP-SH 270 Officiating ....................................... 2
SP-SH 307 Individual & Dual Sports Analysis ....... 2
SP-SH 312 Adaptive Physical Education ............... 2

COMMUNICATION
CO-CO 221 Intro to Mass Media ......................... 3
CO-CO 312 Interpersonal Communications ............ 3
CO-CO 323 Media Production I .......................... 3
CO-CO 340 Public Relations ................................ 3
CO-AP 395 Practicum [Communications] ............. 2-4
CO-CO 412 Persuasion/Argumentation [WI] ......... 3
Communication Electives .................................. 1-3

CREATIVE WRITING
EN-CP 210 Introduction to Creative Writing ........... 3
CO-CO 216 Digital Publishing and Productions ...... 3
EN-LT 222 Studies in Poetry ................................ 3
EN-LT 230 Introduction to Shakespeare ............... 3
EN-CP 320 Forms of Poetic Writing ..................... 3
EN-CP 402 Advanced Grammar .......................... 3
EN-CP 408 Adv. Creative Writing & Composition [Capstone/WI] .......................... 3

CRIMINAL JUSTICE
SS-CJ 235 Criminal Justice Systems .................... 3
SS-CJ 241  Introduction to Law and Legal Studies .... 3
SS-CJ 340  Criminal Law.............................. 3
SS-CJ 341  Criminal Investigation .................... 3
SS-CJ 343  Criminology .............................. 3

Electives:
BS-MG 363  Professional Ethics ........................ 3
BS-MG 357  Business Law ................................ 3
Any SS-PY Approved Course .......................... 3-4
Any SS-SO Approved Course .......................... 3-4
Any SS-PO Approved Course .......................... 3-4
Any SS-CJ Approved Course .......................... 3-4

PARAPROFESSIONAL
ED-AP 393  Internship [Paraprofessional] .......... 2-4
ED-CC 100  Introduction to Education ............... 2
ED-CC 110  Early Field Experience .................. 1
ED-CC 120  Culturally Diverse Field Experience .... 1
ED-CC 281  Principles of Teaching and Learning .... 3
ED-CC 300  Exceptional & Diverse Learners ......... 3
ED-CC 315  Classroom Management .................. 2
ED-EE 340  Foundations of Literacy ................. 3
ED-EE 345  Elementary Mathematics Methods ..... 3
ED-PH 357  Music Theory ................................ 3

Choose at least one of the following concentrations:
Elementary
ED-EE 226  Children's & Adolescent Literature .... 2
Secondary
ED-EE 340  Foundations of Literacy ................. 3
ED-CC 310  Educational Assessment & Statistics ... 3
ED-SE 381  Secondary Teaching Methods .......... 3

ENGLISH
EN-CO 150  Introduction to English ................. 3
CO-CO 216  Digital Publishing and Productions .... 3
EN-LT 301  American Literature ...................... 3
EN-LT 304  British Literature I ........................ 3
EN-LT 305  British Literature II ...................... 3
EN-CP 408  Adv. Creative Writing & Composition [Capstone/WI]. ................. 3
EN-LT 415  American Novel ........................... 3

EXERCISE SCIENCE
NS-BI 101  General Biology w/ Lab .................... 4
NS-BI 204  Human Anatomy & Physiology I w/Lab ... 3
NS-BI 205  Human Anatomy & Physiology II w/Lab .. 3
SP-SH 308  Exercise Physiology ........................ 3
SP-SH 310  Kinesiology ............................ 3

Electives:
SP-SH 201  First Aid ..................................... 2
SP-SH 202  Introduction to P.E., Sport, & Fitness ... 3
SP-SH 203  Care and Treatment of Athletic Injuries ... 2
SP-SH 312  Adaptive Physical Education ............. 2

LITERATURE
EN-LT 217  Introduction to World Literature ......... 3
EN-LT 230  Introduction to Shakespeare ............... 3
EN-LT 301  American Literature ...................... 3
EN-LT 304  British Literature I ........................ 3
EN-LT 305  British Literature II ........................ 3

SP-SH 320  Measurement & Evaluation in Health & Physical Education ............... 3
SP-SH 314  Sport Nutrition ............................ 3
SP-SH 415  Exercise Testing, Evaluation & Prescription ................................ 3
SP-SH 420  Exercise Leadership ........................ 3
SP-SM 425  Administration in Sport & Fitness ........ 3
SS-PY 400  Sport & Exercise Psychology .......... 2

FITNESS AND RECREATIONAL LEADERSHIP
NS-BI 101  General Biology w/ Lab .................... 4
SP-SH 308  Exercise Physiology ........................ 3
SP-SH 312  Adaptive Physical Education ............ 2
SP-SH 314  Sport Nutrition ............................ 3
SP-SM 330  Event Planning & Management ............ 3
SP-SH 410  Recreational Facilities .................... 3
SP-SM 425  Administration in Sport & Fitness ........ 3

Electives:
SP-SH 202  Introduction to P.E., Sport, & Fitness ... 3
SP-SH 208  Introduction to Team Sports .............. 3
SP-SH 250  Leisure & Sport Programming ............. 3
SP-SM 302  Sport Law .................................. 3
SP-SM 315  Sport Marketing ........................... 3
SP-SH 309  Outdoor Recreation ........................ 3
SP-SM 302  Sport Law .................................. 3
SS-PY 400  Sport & Exercise Psychology ............. 2
SP-SH 410  Recreational Facilities .................... 3

HISTORY
SS-HI 110  Survey of World Civilization ............. 3
SS-HI 115  Survey of United States History .......... 3
SS-PO 210  History, Civics and Social Responsibility .. 3

Electives:
SS-HI ***  ANY HISTORY (SS-HI) COURSE .......... #
NS-MA 209  Statistics ................................. 3
SS-GE 113  World Geography .......................... 3
SS-SO 328  Field Anthropology ...................... 3
SS-PO 203  American Government ..................... 3
SS-PO 333  Political Science and Thought .......... 3

Four elective credits may be chosen from:
HU-AR 101  Art Appreciation .......................... 3
HU-TH 112  Introduction to Theatre ................... 3
MU-MS 306  Popular Music in America ............... 3
MU-MS 362  Music History I .......................... 3
MU-MS 363  Music History II ........................ 3
MU-MS 364  Music History III ........................ 3

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<table>
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<tr>
<td>EN-LT 415</td>
<td>American Novel</td>
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**Electives (choose one of the following):**

- EN-MN 350: Small Group Leadership  
- EN-TG 463: Holistic Discipleship: From Evangelized to Evangelist  
- EN-SM 380 A/B: Action/Reflection Seminars  
- EN-SM 480 A/B: Action/Reflection Seminars  

**Ministry and Theology**

**Biblical Literature**

- HU-FL 201: Biblical Greek I  
- HU-FL 202: Biblical Greek II  
- MT-BI 301: Hermeneutics: IBS  
- MT-BI 302: Biblical Interpretation: from Hermeneutics to Homiletics  
- MT-TG 240: Introduction to Theology  

**Upper division Ministry/Theology Electives**

- MT-SM 380 A/B: Action/Reflection Seminars  
- MT-SM 480 A/B: Action Reflection Seminars  

**Ministry**

- MT-BI 301: Hermeneutics: IBS  
- MT-BI 302: Biblical Interpretation: from Hermeneutics to Homiletics  
- MT-MN 331: Pastoral Care  
- MT-MN 350: Small Group Leadership  
- MT-TG 240: Introduction to Theology  
- MT-TG 420: Theology of Worship  
- MT-SM 380 A/B: Action/Reflection Seminars  
- MT-SM 480 A/B: Action Reflection Seminars  

**Worship Arts**

- MT-SM 380 A/B: Action/Reflection Seminars  
- MT-SM 480 A/B: Action/Reflection Seminars  
- MT-TG 240: Introduction to Theology  
- MT-TG 420: Theology of Worship  
- MU-MS 179: Introduction to Music Technology  

**Missions**

- MT-BI 301: Hermeneutics: IBS  
- MT-MN 311: Missions Experience  
- MT-MN 352: Perspectives on the World Christian Movement  
- MT-MN 361: Making of a Missionary  
- MT-TG 463: Holistic Discipleship: From Evangelized to Evangelist  
- SS-SO 320: Cross Cultural Communication  
- SS-SO 328: Field Anthropology  

**Student Ministries (Children)**

- MT-BI 301: Hermeneutics: IBS  
- MT-MN 226: Children’s Ministry I  
- MT-MN 336: Children’s Ministry II  

**Student Ministries (Youth)**

- MT-BI 301: Hermeneutics: IBS  
- MT-MN 222: Youth Ministry I  
- MT-MN 322: Youth Ministry II  
- MT-MN 350: Small Group Leadership  
- MT-TG 463: Holistic Discipleship: From Evangelized to Evangelist  
- MT-SM 380 A/B: Action/Reflection Seminars  
- MT-SM 480 A/B: Action/Reflection Seminars  

**Elections (choose one of the following):**

- SS-PY 201: Developmental Psychology  
- SS-PY 307: Child and Adolescent Development  
- SS-PY 309: Adolescent Psychology  

**Psychology**

- SS-PY 110: General Psychology  
- SS-PY 201: Developmental Psychology  
- SS-PY 320: Social Psychology  
- SS-PY 330: Abnormal Psychology  

**Electives:**

Any psychology course (SS-PY) or one of the following options:

- ED-CC 281: Principles of Teaching and Learning  
- SS-CJ 343: Criminology  
- SS-SO 381: Marriage & Family  

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SS-AP 291 Scientific Writing Seminar: APA .......... 1

**SOCIOLGY**

SS-HI 344 A History of Minorities in the U.S............ 2
SS-PY 320 Social Psychology ................................... 3
SS-SO 202 Principles of Sociology ......................... 3
SS-SO 320 Cross Cultural Communications ............... 3
SS-SO 381 Marriage & Family ................................ 3
SS-SO 458 Sociological Theory .............................. 3

Electives:
BS-EC 210 Survey of Economics ............................ 3
BS-EC 261 Macroeconomics .................................. 3
NS-MA 209 Statistics ........................................... 3
NS-CJ 235 Criminal Justice Systems ....................... 3
SS-CJ 343 Criminology ........................................ 3
SS-HI 244 Social History of the 1960s ................. 1
SS-PO 112 Current World Problems .................. 3
SS-PY 201 Developmental Psychology .................. 3
SS-PY 307 Child & Adolescent Development .......... 3
SS-PY 310 Research Methods/Applied Statistics .... 3
SS-PY 355 Organizational Behavior ........................ 3
MT-WV 251 World Religions ................................ 3
SS-SO 320 Cross Cultural Communications ............ 3-4
SS-SO 328 Field Anthropology .............................. 4
SS-AP 291 Scientific Writing Seminar: APA .......... 1

**SCIENCE & MATHEMATICS**

**Environmental Sciences**
NS-BI 100 Environmental Science w/ Lab ............... 4
NS-CH 111 College Chemistry I w/ Lab ................. 4
NS-CH 112 College Chemistry II w/ Lab ............... 4
NS-BI 304 Microbiology w/ Lab ............................ 4
NS-SM 291 Natural Science Seminar ...................... 1
NS-SM 491 Senior Seminar (Natural Science) [WI] .... 1
NS-BI 305 Ecology and Natural History Course OR
Any upper level field ecology course

Choose at least one:
NS-BI 201 Invertebrate Zoology w/ Lab .................. 4
NS-BI 202 Vertebrate Zoology w/ Lab .................... 4
NS-BI 203 Plant Biology w/ Lab ............................. 4

General Education Requirements:
NS-MA 104 College Algebra ................................. OR
NS-MA 111 Calculus I ......................................... 3-4

**Forensic Sciences**
NS-BI 304 Microbiology w/ Lab ............................ 4
NS-CH 111 College Chemistry I w/ Lab ................. 4
NS-CH 311 Organic Chemistry I w/ Lab ............... 4
NS-SM 291 Natural Science Seminar ...................... 1
NS-SM 491 Senior Seminar (Natural Science) [WI] .... 1
NS-AP 493 Research Project OR
NS-AP 495 Internship [Natural Science] .................. 2-4

Electives:
NS-BI 101 General Biology w/ Lab ........................ 4
NS-BI 201 Invertebrate Zoology w/ Lab ............... 4
NS-BI 310 Genetics w/ Lab ................................ 4
NS-CH 102 General Chemistry w/ Lab ............... 4
NS-CH 112 College Chemistry II w/ Lab ............. 4
NS-CH 312 Organic Chemistry II w/ Lab ............. 4
NS-PS 104 Earth Science ..................................... 3
NS-PS 104L Earth Science Lab ................................ 1
Any Upper Level Field Ecology Course

General Education Requirements:
NS-MA 104 College Algebra ................................. OR
NS-MA 111 Calculus I ......................................... 3-4

**Health Careers**
NS-BI 204 Human Anatomy & Physiology I w/ Lab 3
NS-BI 205 Human Anatomy & Physiology II w/ Lab 3
NS-BI 304 Microbiology w/ Lab ............................ 4
NS-BI 310 Genetics w/ Lab ................................ 4
NS-CH 111 College Chemistry I w/ Lab ............... 4
NS-CH 112 College Chemistry II w/ Lab ............. 4
NS-SM 291 Natural Science Seminar ...................... 1
NS-SM 491 Senior Seminar (Natural Science) [WI] .... 1
NS-AP 493 Research Project [Natural Science] OR
NS-AP 495 Internship [Natural Science] .................. 2-4

General Education Requirements:
NS-MA 104 College Algebra ................................. OR
NS-MA 111 Calculus I ......................................... 3-4

Recommended as an elective for pre-nursing:
NS-BI 245 Basic Nutrition .................................... 3

Recommended as an elective for pre-physical therapy:
NS-PH 205 General Physics I w/ Lab ..................... 4
NS-PH 206 General Physics II w/ Lab .................... 4

**SPORT MANAGEMENT**

BS-AC 120 Basic Accounting ................................ 3
SP-SM 200 Introduction to Sport Management ........ 3
SP-SM 302 Sport Law ......................................... 3
SP-SH 410 Recreational Facilities ........................ 3
SP-SM 425 Administration in Sport & Fitness ....... 3

Recommended Electives:
BS-MG 351 Principles of Management ................ 3
BS-MG 363 Professional Ethics ............................. 3
SP-SM 406 Issues & Trends in Sports ................... 3
SP-SM 497 Special Topics in Sport Management ...... 3

**THEATRE**
HU-TH 105 Theatre Production: Blocking & Choreo. . 2
HU-TH 107 Acting I ............................................. 3
HU-TH 112 Introduction to Theatre ....................... 3
HU-TH 210 Stagecraft I ....................................... 2
Upper division Theatre/Communication Electives
LIBERAL STUDIES

Bachelor of Arts

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<th>Concentration One (18-20 Credits)</th>
<th>Concentration Two (18-20 Credits)</th>
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<tr>
<td>GS-SM 104 First Year Seminar</td>
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<tr>
<td>EN-CP 103 English Composition I (WV-ACT≥22)*</td>
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<td>Biblical Literature Course (MT-CH)</td>
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<td>Liberal Arts</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

Elective Credits

* Choose six additional credits from a minimum of two different disciplines represented by the concentrations chosen (SP-AC, SP-VS, MU-EN, MU-AP, and MU-MP do not apply).
I look upon all the world as my parish; thus far I mean, that, in whatever part of it I am, I judge it meet, right, and my bounden duty to declare unto all that are willing to hear, the glad tidings of salvation. This is the work which I know God has called me to; and sure I am that His blessing attends it.” - John Wesley

Whether it means pursuing a career in full-time ministry or simply being equipped to live faithfully every day, following Jesus is the key to a life of purpose in a world full of ambiguity and trivia. The Ministry & Theology Department has designed its curriculum to meet these challenges.

To that end, the Ministry & Theology Department seeks to prepare:

- Biblically grounded
- Theologically sound
- Spiritually formed
- Professionally competent

Graduates for Kingdom service.

Because we view education as a journey that we are on together, we place the utmost importance on giving students the opportunities to ask the hard questions and learn how to find answers. Our average class size is small (10 to 15 students) and our faculty is dedicated, both in and outside the classroom, to walking with each student on this journey.

DEPARTMENT OUTCOMES

- The student can interpret the Bible using appropriate hermeneutical tools and can apply biblical content appropriately and contextually to contemporary issues.
- The student can analyze contemporary issues in light of theological tradition and apply solid Christian answers to those issues using recognized orthodox theology.
- The student can evaluate personal maturity, apply appropriate strategies for continued personal development, and integrate spiritual practices into a life of ministry.
- The student can critique and integrate appropriate theories of communication, administration and leadership in order to effectively lead a ministry.

DENOMINATIONAL AFFILIATION

Central Christian College of Kansas is associated with the Free Methodist Church of North America and is therefore influenced by Wesleyan heritage and practice. Central Christian College of Kansas welcomes ministry students from all denominational and non-denominational backgrounds. No requirement is placed on students to their Christian background for the Ministry and Theology Department. The department has a strong relationship with many local churches of different denominations providing ministry opportunities both on and off campus.

APPLIED MINISTRY

The applied ministry major is designed for those planning on engaging in tent-making ministries such as church planting or bi-vocational ministry, or for those who are planning to enter para-church ministries like Christian camping, working in media, running a homeless shelter or fighting human trafficking. The program equips students with a strong foundation in theology, ministry skills, and biblical studies. Beyond that, students are encouraged to choose electives which will address their specific calling and meet their personal ministry-related goals.

PASTORAL MINISTRY

The Pastoral Ministry major has been crafted to provide the knowledge and skills necessary to lead in a church ministry setting. Along with a firm biblical and theological base, emphasis is placed on practical skills for ministry. There is training in biblical exegesis, preaching, leadership, and pastoral care. In addition, a student will enjoy on-the-job training through a four-semester, supervised internship in a local ministry.

STUDENT MINISTRY

Students seeking to develop the necessary skills to become effective ministers to youth and/or children, will find the comprehensive and practical depth of the Student Ministry major outstanding. Attention is given to providing students with an understanding of the development of the child/adolescent, as well as biblical, theological and theoretical foundation needed to develop and maintain an effective ministry to students. The major offers a balance between coursework and hands-on training.

WORSHIP ARTS

The objective of the Worship Arts major is to prepare students to be dynamic leaders of worship as a vocational ministry. Students gain a solid foundation in biblical theology as well as experience with all aspects of worship -- technology, planning, and leadership. Besides the core worship arts courses, students declare an area of emphasis in music, drama, or art. An internship gives ample opportunity for putting classroom skills to practical use.
**APPLIED MINISTRY**

**Bachelor of Arts in Ministry**

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#### Liberal Arts

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#### Fit Mind

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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103
# PASTORAL MINISTRY

## Bachelor of Arts in Ministry

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## Pastoral Ministry Core (43 Credits)

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<td>MT-MN 221</td>
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<td>MT-MN 310</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

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# STUDENT MINISTRY

## Bachelor of Arts in Ministry

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**Choose One of the Following Emphases (6 Credits)**

- **Youth Ministry Emphasis**
  - MT-MN 222 Youth Ministry I | 3
  - MT-MN 322 Youth Ministry II | 3

- **Children’s Ministry Emphasis**
  - MT-MN 236 Children’s Ministry I | 3
  - MT-MN 336 Children’s Ministry II | 3

### Elective Credits

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</table>

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
**WORSHIP ARTS**

**Bachelor of Arts in Ministry**

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

### Foundational Skills

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<tr>
<td>EN-CP 103</td>
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<td>EN-CP 104</td>
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<td>Organization in the Church</td>
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<tr>
<td>MT-BL 301</td>
<td>Hermeneutics: IBS</td>
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<td>MT-TM 240</td>
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<td>MT-TM 361</td>
<td>Critical Issues in Contemporary Theology</td>
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<td>MU-MS 179</td>
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<tr>
<td>MU-MS 209</td>
<td>Survey of Church Music</td>
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<td>MU-MS 310</td>
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### Fit Mind

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<tr>
<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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</table>

### Elective Credits

* Students wanting to further emphasize a specialty area can choose to minor in music, art, or theatre.
The Music Department at Central Christian College of Kansas views music as a tool to worship God and edify others. While excellence in performance is required, performance is always balanced with ministry-related goals. Central’s distinctive size opens up the door for students to be actively involved in nearly all musical venues. The low teacher to student ratio means that students receive a very personalized education, which will develop their musical proficiency more quickly.

Our department’s mission encompasses the development of music skills (practical), music knowledge (theoretical), and music appreciation (historical) – while embracing a Christian worldview for dynamic engagement with community and culture (convergence).

**MUSIC DEPARTMENT OUTCOMES**
1. Music graduates will be skilled in their instrument and skilled in performance.
2. Music graduates will be skilled at performing within an ensemble.
3. Music graduates will be skilled in music theory and Aural Skills.
4. Music graduates will understand music in relation to history and culture, as well as the relationship of music to other arts and disciplines outside of the arts.
5. Music graduates will have the skills to listen to and describe music.
6. Music graduates will have the skills to evaluate music performance.
7. Music graduates will have been challenged to develop their faith by constructing a philosophy and theology of music and will have the tools to analyzing culture and music from a Christian worldview.
8. Music graduates will have skills to lead ensembles.
9. Music graduates will be skilled in current music technology.
10. Music graduates will be able to integrate music skills with communication skills to be successful.

**CONTEMPORARY CHRISTIAN MUSIC**
Studies in contemporary Christian music will sharpen songwriting and performance skills, develop a working knowledge of music technology, explore music business, and help shape a philosophy of music as a tool to minister to people within our contemporary culture. Career goals would include church music ministry (traditional & contemporary), music education, professional/vocational performance, writing, composition, songwriting, producer, as well as graduate studies.

**MUSIC**
The music major is designed for students desiring to develop their skills, knowledge and appreciation of music within an evangelical Christian worldview. Career goals would include church music ministry (traditional & contemporary), music education, professional/vocational performer, writer, studio musician, composer, as well as other an opportunity to move on to graduate studies.

*WORSHIP ARTS MAJOR LISTED UNDER MINISTRY AND THEOLOGY DEPARTMENT.*

*MUSIC EDUCATION MAJOR LISTED UNDER THE EDUCATION DEPARTMENT.*
**CONTEMPORARY MUSIC**

**Bachelor of Arts**

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<td>GS-SM 104 First Year Seminar</td>
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**Liberal Arts**

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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

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*Best Semester @ Contemporary Music Center, Nashville, TN*
**MUSIC**

**Bachelor of Arts**

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<tr>
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<td>GS-SM 104 First Year Seminar</td>
<td>MU-MP 101 Music Theory I</td>
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<tr>
<th>Liberal Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit Mind</td>
</tr>
<tr>
<td>Science Course</td>
</tr>
<tr>
<td>Math Course</td>
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| Fit Heart |
| History Course | 3 |
| Behavioral Science Course | 3 |

| Fit Body |
| Perceiving the Arts | 3 |
| Humanities Course (HU; MU; EN-LT) | 12 |
| Wellness Course | 3 |

| Fit Soul |
| Philosophy Course | 3 |
| Worldview Course | 3 |

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<th>Capstone Experiences</th>
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<tbody>
<tr>
<td>Biblical Literature Course (MT-CH)</td>
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<tr>
<td>GS-SM 399 Professional Portfolio</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103
Science is a Christian endeavor. One may be surprised to discover that throughout nearly any scientific textbook (physics, biology, chemistry, genetics, astronomy, thermodynamics, etc.) Christian-influenced mathematicians and scientists contributed much of the foundational research related to those disciplines. In an article entitled, “Christianity and the Birth of Science,” Michael Bumbulis related that the following scientists were heavily influenced by Christian thought and culture:

- Louis Aggasiz (founder of glacial science)
- Francis Bacon (father of the scientific method)
- Sir Charles Bell (mapping of the brain and nervous center)
- Robert Boyle (father of modern chemistry)
- Georges Cuvier (founder of comparative anatomy)
- John Dalton (father of modern atomic theory)
- Jean Henri Fabre (modern entomology)
- John Ambrose Fleming (modern electronics/inventor of the diode)
- James Joule (discoverer of the first law of thermodynamics)
- William Thomson Kelvin (clearly stated the second law of thermodynamics)
- Johannes Kepler (discoverer of the laws of planetary movement)
- Carolus Linneaus (father of modern taxonomy)
- James Clerk Maxwell (formulated electromagnetic theory of light)
- Gregor Mendel (father of genetics)
- Isaac Newton (discoverer of the universal laws of gravitation)
- Blaise Pascal (probability studies and hydrostatics)
- Louis Pasteur (germ theory)

If a Christian culture produced these individuals, what might a Christian culture like Central Christian College of Kansas do for a student?

Natural Science, the study of nature employing the scientific method, is a process beneficial to humanity and glorifying to God. A proper understanding of the way science functions is necessary for many professional and research fields, and intelligent living in the modern world. At Central, we teach students how to use science to gain knowledge.

Philosophically, we understand that science is a method for gathering facts. The interpretation of those facts is influenced by the worldview of the scientist. We teach natural science from a Biblical worldview but do not avoid other worldviews (i.e. naturalism, molecules to man).

Rather, these interpretations are explored in depth, flaws and all. Because of this, our students are uniquely equipped to think critically and let scientific data speak for itself. It is our goal to produce academically sound Christian leaders who have first, a proper perspective on God and His Word and second, a proper perspective on the natural world and its scientific study.

DEPARTMENT OUTCOMES

Knowledge

1. to demonstrate and apply knowledge of terms and concepts employed in the natural sciences
2. to apply scientific method by being able to design, carry out, and write up scientific investigations
3. to be able to think critically and evaluate scientific ideas and investigations

Skills - skills to succeed (technical and theoretical - i.e. able to apply scientific method)

1. to demonstrate laboratory skills and safety - , safety tests, MSDS knowledge
2. to demonstrate use of and apply mathematical concepts
3. to demonstrate the ability to evaluate scientific ideas and studies

Attitudes specific to major

1. to articulate ethical positions on controversial scientific issues and apply them to a Biblical worldview
2. to demonstrate integrity and responsibility
3. to demonstrate an understanding of the Biblical admonition to subdue the earth and rule over its creatures (i.e. to be stewards of the creation) (Gen. 1:28)
NATURAL SCIENCE: BIOLOGY
Bachelor of Science

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**Liberal Arts**

**Fit Mind**

- Science Course: 3

**NS-MA 104** College Algebra or Higher: 3

- Natural Science (NS) or Statistical Reasoning Course: 3

**Fit Heart**

- History Course: 3

**SS-PY 110** General Psychology: 3

**Fit Body**

- Arts Course: 3
- Wellness Course: 3

**Fit Soul**

- Philosophy Course: 3
- Worldview Course: 3

**Capstone Experiences**

- Biblical Literature Course (MT-CH): 3
- GS-SM 399 Professional Portfolio: 0-1
- GS-SM 499 Senior Portfolio: 0

**Biology Core (40-42 credit hours – 16 hours upper level required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NS-BI 203</td>
<td>Plant Biology w/ Lab</td>
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</tr>
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<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-CH 112</td>
<td>College Chemistry II w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-MA 111</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>NS-PH 205</td>
<td>General Physics I w/ Lab</td>
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<td>NS-SM 291</td>
<td>Natural Science Seminar</td>
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<td>NS-SM 491</td>
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**Choose at least one**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>NS-AP 493</td>
<td>Research Project [Natural Science]</td>
<td>2-4</td>
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<tr>
<td>NS-AP 495</td>
<td>Internship [Natural Science]</td>
<td>2-4</td>
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**Choose at least one**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NS-BI 201</td>
<td>Invertebrate Zoology w/ Lab</td>
<td>4</td>
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<tr>
<td>NS-BI 202</td>
<td>Vertebrate Zoology w/ Lab</td>
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**Choose at least one**

<table>
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<th>Course Title</th>
<th>Credit Hours</th>
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<td>NS-BI 306</td>
<td>Ecology of the Southwest w/ Lab</td>
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<td>NS-BI 307</td>
<td>Florida Ecology w/ Lab</td>
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**Biology Electives**

- Biology Elective
- Biology Elective
- Biology Elective

**Elective Pool**

- NS-BI 100 Environmental Science w/ Lab (4)
- NS-BI 101 General Biology w/ Lab (4)
- NS-BI 204 Anatomy & Physiology I w/ Lab (3)
- NS-BI 205 Anatomy & Physiology II w/ Lab (3)
- NS-BI 245 Basic Nutrition w/ Lab (3)
- NS-BI 304 Microbiology w/ Lab (4)
- NS-BI 310 Genetics w/ Lab (4)

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
# NATURAL SCIENCE: CHEMISTRY

## Bachelor of Science

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

### Foundational Skills

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<tr>
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<td>EN-CP 104</td>
<td>English Composition II</td>
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### Liberal Arts

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*(Natural Science (NS) or Statistical Reasoning Course)*

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### Fit Soul

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### Capstone Experiences

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<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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### Chemistry Core (40 credit hours – 16 hours upper level required)

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<td>Calculus I</td>
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<tr>
<td>NS-PH 205</td>
<td>General Physics I w/ Lab</td>
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<td>General Physics II w/ Lab</td>
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### Choose at least one

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<td>Internship [Natural Science]</td>
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<tbody>
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<td>NS-BI 202</td>
<td>Vertebrate Zoology w/ Lab</td>
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### Chemistry Electives

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### Elective Pool

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<td>Organic Chemistry II w/ Lab</td>
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<td>NS-CH 307</td>
<td>Biochemistry w/ Lab</td>
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<td>NS-CH 385</td>
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<td>NS-CH 400</td>
<td>General Physical Chemistry w/ Lab</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
NATURAL SCIENCE: HEALTH SCIENCE (PRE-MED)

Bachelor of Science

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Health Science Core (at least 40 hours, 16 hours upper level Natural Science/Math required)</th>
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<tbody>
<tr>
<td>GS-SM 104 First Year Seminar</td>
<td>NS-CH 111 College Chemistry I w/ Lab</td>
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<tr>
<td>EN-CP 103 English Composition I (WV-ACT≥22)*</td>
<td>NS-CH 112 College Chemistry II w/ Lab</td>
</tr>
<tr>
<td>EN-CP 104 English Composition II</td>
<td>NS-MA 111 Calculus I</td>
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<tr>
<td>Communication Course</td>
<td>NS-PH 205 General Physics I w/ Lab</td>
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<td></td>
<td>NS-PH 206 General Physics II w/ Lab</td>
</tr>
<tr>
<td></td>
<td>NS-SM 291 Natural Science Seminar</td>
</tr>
<tr>
<td></td>
<td>NS-SM 491 Senior Seminar [Natural Science Capstone] [WI]</td>
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</table>

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>Choose at least one</th>
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<tbody>
<tr>
<td>Fit Mind Science Course</td>
<td>NS-AP 493 Research Project [Natural Science]</td>
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<tr>
<td></td>
<td>NS-AP 495 Internship [Natural Science]</td>
</tr>
<tr>
<td>Fit Body</td>
<td>Choose at least one</td>
</tr>
<tr>
<td>Arts Course</td>
<td>NS-BI 201 Invertebrate Zoology w/ Lab</td>
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<td>Wellness Course</td>
<td>NS-BI 202 Vertebrate Zoology w/ Lab</td>
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<td>NS-BI 203 Plant Biology w/ Lab</td>
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<tr>
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<table>
<thead>
<tr>
<th>Capstone Experiences</th>
<th>Elective Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Literature Course (MT-CH)</td>
<td>NS-BI 204 Anatomy &amp; Physiology I w/ Lab (3)</td>
</tr>
<tr>
<td>GS-SM 399 Professional Portfolio</td>
<td>NS-BI 205 Anatomy &amp; Physiology II w/ Lab (3)</td>
</tr>
<tr>
<td>GS-SM 499 Senior Portfolio</td>
<td>NS-BI 304 Microbiology w/ Lab (4)</td>
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<tr>
<td></td>
<td>NS-CH 307 Biochemistry w/ Lab (4)</td>
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<td></td>
<td>NS-BI 310 Genetics w/ Lab (4)</td>
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<tr>
<td></td>
<td>NS-CH 311 Organic Chemistry I w/ Lab (4)</td>
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<td></td>
<td>NS-CH 312 Organic Chemistry II w/ Lab (4)</td>
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<td>NS-CH 400 General Physical Chemistry w/ Lab (5)</td>
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<td>Any SS-PY Courses</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103
# NATURAL SCIENCE: MATHEMATICS (PRE-ENGINEERING)

## Bachelor of Science

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GS-SM 104</td>
<td>First Year Seminar</td>
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<td>EN-CP 103</td>
<td>English Composition I (WV-ACT≥22)*</td>
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<td>EN-CP 104</td>
<td>English Composition II</td>
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<td>Communication Course</td>
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</table>

### Liberal Arts

**Fit Mind**

- Science Course: 3
- NS-MA 104 College Algebra or Higher: 3

**Natural Science (NS) or Statistical Reasoning Course**

**Fit Body**

- History Course: 3
- SS-PY 110 General Psychology: 3

**Fit Soul**

- Arts Course: 3
- Wellness Course: 3

### Capstone Experiences

- Biblical Literature Course (MT-CH): 3
- GS-SM 399 Professional Portfolio: 0-1
- GS-SM 499 Senior Portfolio: 0

### Mathematics Core (40 credit hours – 16 hours upper level required)

<table>
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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
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</tr>
<tr>
<td>NS-MA 111</td>
<td>Calculus I</td>
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<td>NS-MA 211</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>NS-PH 205</td>
<td>General Physics I w/ Lab</td>
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<tr>
<td>NS-SM 291</td>
<td>Natural Science Seminar</td>
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<tr>
<td>NS-SM 491</td>
<td>Senior Seminar [Natural Science Capstone] [WI]</td>
<td>1</td>
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</tbody>
</table>

**Choose at least one**

- NS-AP 493 Research Project [Natural Science]: 2-4
- NS-AP 495 Internship [Natural Science]: 2-4

**Choose at least one**

- NS-BI 201 Invertebrate Zoology w/ Lab: 4
- NS-BI 202 Vertebrate Zoology w/ Lab: 4
- NS-BI 203 Plant Biology w/ Lab: 4

### Mathematics Electives

**Elective Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
“In the beginning God created…” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop — all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help students see the unique interplay between science and faith — not as an integrative model, but as an essential component of existence.

The psychology major is designed to introduce students to a broad view of the field of psychology, while at the same time providing the expertise needed to excel in the discipline. Psychology majors will have the chance to interact with many of the major theories and gain an understanding of the role psychology plays within the broader scope of all academic disciplines.

Since Central Christian College of Kansas is committed to personalized education, do not expect large lecture halls with hundreds of students feverishly taking notes, desperately trying to keep up with some professor’s lecture. With an average of 15-20 students in a class, one can expect a very personal and interactive classroom environment. Central Christian is a place where faculty and students wrestle together with the issues, and in turn challenge one another to excellence.

Studying psychology at Central Christian can open up many doors of opportunity depending on a student’s career or educational goals. If one chooses to continue his or her education and move on to graduate level studies, then he or she can be assured that time here will have been well spent. Our comprehensive approach to education will provide the necessary tools to help students succeed in his or her educational endeavors. Students graduating from Central Christian have been accepted in a number of graduate programs.

Student who would rather begin careers immediately after graduation, can be confident that his or her education will assist in securing an entry-level position within the field of the social sciences. Students who have graduated from our program have held positions in health care management offices, police departments, and mental health facilities.

PROGRAM OUTCOMES
1. The student can facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.
2. The student can adapt psychological principles and modalities in response to diverse cultures and worldviews.
3. The student can explain the contributions of psychological theories and their relation to human functioning.
4. The student can distinguish various etiologies and treatments for normative and non-normative behavior.
5. The student can design and execute an experiment or research initiative to answer a psychological question.
6. The student can evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).
7. The student can analyze, interpret, and describe data using descriptive and inferential statistics.
8. The student can express thoughts, ideas, findings, etc. in accordance with APA standards.
9. The student can devise psychologically based explanations and resolutions for situations encountered as a part of human functioning.
# PSYCHOLOGY

## Bachelor of Science

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<tbody>
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<td>First Year Seminar</td>
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<tr>
<td>EN-CP 103</td>
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<tr>
<td>EN-CP 104</td>
<td>English Composition II</td>
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### Fit Heart

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>SS-CP 103</td>
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<td>EN-CP 104</td>
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### Fit Body

<table>
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<tr>
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<tr>
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</tr>
<tr>
<td>EN-CP 104</td>
<td>English Composition II</td>
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### Fit Soul

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<td>EN-CP 104</td>
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### Capstone Experiences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>SS-CP 103</td>
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### Psychology Core (19 credits)

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<tr>
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<td>English Composition I (WV-ACT≥22)*</td>
<td>3</td>
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<td>EN-CP 104</td>
<td>English Composition II</td>
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<td>SS-CP 105</td>
<td>Communication Course</td>
<td>3</td>
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<tr>
<td>SS-CP 106</td>
<td>Natural Science (NS) or Statistical Reasoning Course</td>
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### Psychology Electives – Any SS-PY Course

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<td>General Psychology</td>
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<tr>
<td>SS-PY 102</td>
<td>Personality Psychology</td>
<td>3</td>
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<tr>
<td>SS-PY 103</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>SS-PY 104</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>SS-PY 105</td>
<td>Research Project Psychology</td>
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<td>SS-PY 106</td>
<td>Capstone Psychology</td>
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<tr>
<td>SS-PY 107</td>
<td>Scientific Writing Seminar: APA</td>
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### Electives Credits

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
HISTORY

HISTORY MAJOR
Studying history at Central Christian College of Kansas is an incredible explorative journey into the faithfulness of God, as we witness His unfolding redemptive story told through the lives of many civilizations. Students will be challenged to examine both the triumphs and failures of our human condition, coming face to face with both the deprivation of the flesh and the dignity of the liberated spirit. As students of history, this program prepares one to use the past as a way to guide others into the wonder of God’s glorious future.

When studying history at Central Christian, students will not have to worry about getting lost in the crowd. Our personalized educational experience allows students to be an active part of learning experience with direct access to professors and other learning partners.

PROGRAM OUTCOMES
**Hi1:** In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of the history of people, places, events, geography and governmental systems.

**Hi2:** In the areas of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.

**Hi3:** In the area of Scripture (Fit Soul and Fit Heart); the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individuals and cultural diversity.

**Hi4:** In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.
HISTORY
Bachelor of Arts

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**Foundational Skills**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GS-SM 104</td>
<td>First Year Seminar</td>
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<tr>
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<td>English Composition I (WV-ACT≥22)*</td>
<td>3</td>
</tr>
<tr>
<td>EN-CP 104</td>
<td>English Composition II</td>
<td>3</td>
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<tr>
<td>Communication Course</td>
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</tbody>
</table>

**Liberal Arts**

- **Fit Mind**
  - Science Course | 3 |
  - Math Course | 3 |

- **Fit Heart**
  - History Course | 3 |
  - Behavioral Science Course | 3 |

- **Fit Body**
  - Perceiving the Arts | 3 |
  - Humanities Course (HU; MU; EN-LT) | 3 |
  - Wellness Course | 3 |

- **Fit Soul**
  - Philosophy Course | 3 |
  - Worldview Course | 3 |

**Capstone Experiences**

- Biblical Literature Course (MT-CH) | 3 |
- GS-SM 399 | Professional Portfolio | 0-1 |
- GS-SM 499 | Senior Portfolio | 0 |

*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

**History Core (13 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SS-EC 210</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>SS-HI 110</td>
<td>Survey of World Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SS-HI 115</td>
<td>Survey of United States History</td>
<td>3</td>
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<tr>
<td>SS-GE 113</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>SS-PO 202</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SS-PO 203</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>SS-PO 210</td>
<td>History, Civics, and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>MT-HI 200</td>
<td>Survey of Church History</td>
<td>3</td>
</tr>
<tr>
<td>SS-HI 332</td>
<td>Late 20th Century World History</td>
<td>3</td>
</tr>
<tr>
<td>SS-HI 334</td>
<td>Kansas History</td>
<td>2</td>
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<tr>
<td>SS-HI 344</td>
<td>A History of Minorities in the U.S.</td>
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</tr>
<tr>
<td>SS-PO 333</td>
<td>Political Science &amp; Thought</td>
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<tr>
<td>SS-HI 370</td>
<td>Topics in American History</td>
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<tr>
<td>SS-HI 380</td>
<td>European History: 1400-1900</td>
<td>3</td>
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<td>SS-HI 463</td>
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<tr>
<td>SS-HI 492</td>
<td>History Seminar [WI/Capstone]</td>
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**Elective Credits**

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INTRODUCTION

The law and legal profession needs integral leadership that can only be provided through those who have a relationship with the true Father of justice. Central Christian offers a unique avenue to achieve educational goals. Moreover, at Central Christian students will be equipped with the moral and ethical fortitude to stand not only for justice, but to live justly.

The pre-law emphasis is actually a specially tailored version of the Liberal Studies major created just for those looking to enter law school. This unique emphasis is a diverse educational experience, combining social science courses (criminal justice, history, psychology, sociology and political science) with courses in business, literature, communication, philosophy and ethics to give the student a broad base as he or she prepares for the rigors of law school.

OUTCOMES

Fit Minds: The student will exhibit critical thinking skills with an emphasis on the synthesis of information from multiple disciplines and areas of study.

Fit Heart: The student will articulate the role of law and justice in society and a diverse global culture.

Fit Soul: The student will provide a worldview perspective on the role of law and its place in protecting society.

Fit Body: The student will demonstrate professional writing and research skills.
**PRE-LAW (LIBERAL STUDIES)**

**Bachelor of Arts**

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<tbody>
<tr>
<td>GS-SM 104</td>
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<td>3</td>
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<tr>
<td></td>
<td>Communication Course</td>
<td>3</td>
</tr>
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</table>

### Liberal Arts

#### Fit Mind

- Science Course: 3
- NS-MA 104: 3

#### Fit Heart

- History Course: 3
- Behavioral Science Course: 3

#### Fit Body

- Perceiving the Arts: 3
- Humanities Course (HU; MU; EN-LT): 3
- Wellness Course: 3

#### Fit Soul

- Philosophy Course: 3
- Worldview Course: 3

### Capstone Experiences

- Biblical Literature Course (MT-CH): 3
- GS-SM 399: Professional Portfolio: 0-1
- GS-SM 499: Senior Portfolio: 0

### Pre-Law Core (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>SS-HI 115</td>
<td>Survey of United States History</td>
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<tr>
<td>SS-PO 203</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>SS-PO 210</td>
<td>History, Civics, and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>SS-CI 235</td>
<td>Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>SS-CI 241</td>
<td>Introduction to Law &amp; Legal Studies</td>
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<tr>
<td>SS-CI 340</td>
<td>Criminal Law</td>
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<td>SS-AP 491</td>
<td>Senior Seminar [Social Science] [Capstone]</td>
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### Interdisciplinary Core (27 Credits)

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<tr>
<td>BS-MG 311</td>
<td>Advanced Professional Communication [WI]</td>
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<tr>
<td>BS-MG 357</td>
<td>Business Law</td>
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<tr>
<td>BS-MG 363</td>
<td>Professional Ethics</td>
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<tr>
<td>EN-CP 408</td>
<td>Adv. Creative Writing and Composition [WI]</td>
<td>3</td>
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<td>CO-CO 412</td>
<td>Persuasion/Argumentation [WI]</td>
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<td>SS-SO 202</td>
<td>Principles of Sociology</td>
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<tr>
<td>SS-PY 110</td>
<td>General Psychology</td>
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Choose at least one
- SS-PY 335: Industrial/Organizational Psychology: 3
- SS-PY 355: Organizational Behavior: 3

### Literature Electives (6 Credits)

<table>
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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Literature Elective</td>
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<td></td>
<td>Literature Elective</td>
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### Elective Pool

- EN-LT 205 Introduction to Literature [WI] (3)
- EN-LT 217 Introduction to World Literature [WI] (3)
- EN-LT 230 Introduction to Shakespeare [WI] (3)
- EN-LT 301 American Literature (3)
- EN-LT 304 British Literature I (3)
- EN-LT 305 British Literature II (3)

### Pre-Law Electives (6 Credits)

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Pre-Law Elective</td>
<td></td>
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<tr>
<td></td>
<td>Pre-Law Elective</td>
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</table>

Choose 6 credits from any Business, Management, Composition, Literature, History, Psychology, Sociology, Political Science, Criminal Justice, or Communication course

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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*

**Elective Credits**

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THE CENTRAL DISTINCTIVE
The Sport Science & Health department seeks to provide a broad program for all students. The mission of the Sport Science & Health Department is two-fold:

1. To instill in the hearts of students an attitude of excellence regarding the importance of pursuing and maintaining a healthy lifestyle as a way of honoring God.
2. To help students, pursuing a career in sport science, master the skills needed to effectively organize, administer, and facilitate appropriate sport science programming.

Opportunities are provided for the student to develop skills and knowledge that will allow them to function in the classroom and professional setting. Careers in sport science and health are continuing to grow. Through the sport management, exercise science, and fitness & recreational leadership track, students can take courses to prepare them to work in athletic/fitness clubs, local YMCA’s, corporate fitness, and recreational administration.

DEPARTMENT OUTCOMES
1. Learn concepts that will lead to a lifetime of wellness through formal instruction and lab practice (Fit Body).
2. Utilize written and verbal communication skills to demonstrate effectiveness in communication (Fit Mind).
3. Develop recreational skills for the enjoyment of sports and games through classes and organized intramural activities (Fit Body).
4. Coordinate sport science services (exercise testing, teaching, coaching, etc.) for individuals of different races, abilities, and genders (Fit Heart).
5. Identify the basic cognitive precepts in foundational and investigative studies (Fit Mind).
6. Determine how the basic cognitive concepts and principles learned in the foundational and investigative studies apply to sport science (Fit Mind).
7. Design measurement tools for the assessment of performance and/or health indicators of a student, patient, client, team, or group (Fit Mind).
8. Establish risk management procedures based on ethos, liability issues, constitutional, state, and local laws (Fit Mind/Fit Heart).
9. Participate in both didactic and clinical experiences that provide the opportunity to develop as a professional in the sport sciences (Fit Mind/Body).
10. Identify with ethical boundaries and Christian philosophies to determine how they apply to the sport science and health fields (Fit Soul).
11. Articulate a clear personal philosophy regarding their field of interest within sport science (Fit Heart/Mind/Body/Soul).

EXERCISE SCIENCE
The mission of the exercise science degree program is to produce graduates who are qualified in the areas of exercise leadership, exercise testing and evaluation, exercise prescription and program direction. Graduates are prepared to pursue graduate studies in the areas of athletic training, exercise science, physical therapy, cardiac rehabilitation and kinesiology. In addition, students interested in positions such as personal trainers or health club and fitness directors could pursue this major.

The curriculum for this major is designed following the guidelines of the National Association for Sport and Physical Education (NASPE) to provide a combination of academic study and practical experiences, which will provide meaningful and effective learning experiences for the student in a variety of exercise settings.

All students majoring in exercise science will have the opportunity to graduate with the following certifications: First Aid, CPR and AED, National Council on Strength and Fitness Certified Personal Trainer, and National Council on Strength and Fitness Certified Sport Nutrition Specialist.

SPORT MANAGEMENT
The mission of the sport management degree program is to help students develop skills to organize, administer and facilitate sport programs at the corporate, agency, professional and amateur levels. Opportunities are provided to develop knowledge and skills relevant to the performance of these functions.

The curriculum for this major is designed following guidelines of the National Association for Sport and Physical Education (NASPE) and The North American Society for Sport Management (NASSM) to provide a combination of academic study and practical experiences, which will provide meaningful and effective learning experiences for the student in a variety of settings.

All sport management majors are required to maintain a 2.5 GPA, in addition to acquiring a C- or higher in all core curriculum courses. If a student fails to obtain a C- in a core curriculum course it will be perceived as if the student failed the course, thus requiring the student to retake the course.
FITNESS AND RECREATIONAL LEADERSHIP
The mission of the fitness and recreational leadership degree program is to enhance preparation for discipline-related careers through a practical hands-on experience and comprehensive study. The graduates will be qualified to obtain a variety of jobs such as fitness and recreational management, community recreation supervisor, parks and recreation director, fitness facility manager, health and wellness director, tourism and resort planner, camp administrator, and intramural director.

Opportunities for developing the necessary skills in leisure and sport programming, fitness, management, coaching, exercise physiology, adaptive physical education, and sport and exercise psychology will be formed for the public, private and non-profit sectors of business. The field of fitness and recreational leadership continues to grow with the increase for demand for highly qualified fitness and recreational professionals.
EXERCISE SCIENCE

Bachelor of Sport Science

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<tr>
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<td>Communication Course</td>
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### Liberal Arts

**Fit Mind**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-Bi 101</td>
<td>General Biology</td>
<td>3</td>
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<tr>
<td>NS-MA 104</td>
<td>College Algebra or Higher</td>
<td>3</td>
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<tr>
<td>SP-SH 308</td>
<td>Exercise Physiology</td>
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**Fit Heart**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SS-PY 110</td>
<td>History Course</td>
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<tr>
<td>NS-MA 104</td>
<td>General Psychology</td>
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**Fit Body**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HU-AR 100</td>
<td>Perceiving the Arts</td>
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<tr>
<td>SP-SH 210</td>
<td>Personal &amp; Community Health</td>
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<td>Activity Course</td>
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**Fit Soul**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SS-PY 110</td>
<td>Philosophy Course</td>
<td>3</td>
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### Capstone Experiences

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GS-SM 399</td>
<td>Professional Portfolio</td>
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<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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### Exercise Science Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NS-Bi 204</td>
<td>Anatomy &amp; Physiology I w/ Lab</td>
<td>3</td>
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<tr>
<td>NS-Bi 205</td>
<td>Anatomy &amp; Physiology II w/ Lab</td>
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</tr>
<tr>
<td>NS-CH 102</td>
<td>General Chemistry w/ Lab</td>
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<tr>
<td>SP-SH 201</td>
<td>First Aid</td>
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<tr>
<td>SP-SH 202</td>
<td>Introduction to P.E., Sports &amp; Fitness</td>
<td>3</td>
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<tr>
<td>SP-SH 203</td>
<td>Care and Treatment of Athletic Injuries</td>
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<td>Adaptive Physical Education</td>
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<td>Sport Nutrition</td>
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<tr>
<td>SP-SH 320</td>
<td>Measure &amp; Eval. in Health and P.E.</td>
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<td>SP-SH 399</td>
<td>Practicum [Exercise Science]</td>
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<td>SP-SH 415</td>
<td>Exercise Testing, Evaluation, and Prescription</td>
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<tr>
<td>SS-PY 400</td>
<td>Sport &amp; Exercise Psychology</td>
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</table>

### Notes

* ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103*
FITNESS & RECREATIONAL LEADERSHIP

Bachelor of Sport Science

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

### Foundational Skills

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tr>
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<td>NS-BI 101</td>
<td>General Biology</td>
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<td>NS-MA 104</td>
<td>College Algebra or Higher</td>
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<td>SP-SH 308</td>
<td>Exercise Physiology</td>
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### Fit Heart

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<td>Perceiving the Arts</td>
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<tr>
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<td>Personal &amp; Community Health</td>
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<td>GS-SM 499</td>
<td>Senior Portfolio</td>
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### Fitness & Recreational Core

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<td>SP-AC 205</td>
<td>Recreational Activities</td>
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<td>SP-SH 208</td>
<td>Introduction to Team Sports</td>
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<td>SP-SH 250</td>
<td>Leisure and Sport Programming</td>
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<td>Sport Law</td>
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<td>SP-SM 315</td>
<td>Sport Marketing</td>
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<td>SP-SM 330</td>
<td>Event Planning &amp; Management</td>
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<td>SP-SH 309</td>
<td>Outdoor Recreation</td>
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<td>SP-SM 425</td>
<td>Administration in Sport &amp; Fitness [WI]</td>
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<td>SP-SH 491</td>
<td>Sport Science Seminar [Capstone]</td>
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<tr>
<td>SP-SM 395</td>
<td>Practicum</td>
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### Elective Credits

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## SPORT MANAGEMENT

### Bachelor of Arts

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2019, through June 30, 2020. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GS-SM 104 First Year Seminar</td>
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<td>EN-CP 103 English Composition I (WV-ACT≥22)*</td>
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<td>EN-CP 104 English Composition II</td>
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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

### Liberal Arts

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### Fit Mind

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<tbody>
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### Fit Heart

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### Fit Body

<table>
<thead>
<tr>
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<tr>
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<td>Wellness Course</td>
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### Fit Soul

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<th>Course</th>
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<td>Philosophy Course</td>
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<td>Worldview Course</td>
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### Capstone Experiences

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*ACT English <18 EN-CP 102 English Essentials as prerequisite to EN-CP 103

### Elective Credits

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<tr>
<td>SP-SM 200 Introduction to Sport Management</td>
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<td>BS-AC 120 Basic Accounting</td>
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<tr>
<td>BS-AC 220 Financial Accounting</td>
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<tr>
<td>SP-SH 250 Leisure and Sport Programming</td>
<td>3</td>
</tr>
<tr>
<td>BS-MG 355 Organizational Behavior</td>
<td>3</td>
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<td>SP-SM 330 Event Planning &amp; Management</td>
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<tr>
<td>SP-SM 302 Sport Law</td>
<td>3</td>
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<tr>
<td>SP-SM 315 Sport Marketing</td>
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<tr>
<td>BS-MG 251 Principles of Management</td>
<td>3</td>
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<tr>
<td>BS-MG 363 Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BS-SM 395 Practicum [Sport Management]</td>
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<tr>
<td>SP-SH 410 Recreational Facilities</td>
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<tr>
<td>SP-SM 425 Administration in Sport &amp; Fitness [WI]</td>
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<tr>
<td>SP-SH 491 Sport Science Seminar [Capstone]</td>
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<tr>
<td>SP-SM 495 Internship [Sport Management]</td>
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#### Sport Management Core

<table>
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<tr>
<th>Course</th>
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<tr>
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<td>BS-AC 120 Basic Accounting</td>
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<td>SP-SM 330 Event Planning &amp; Management</td>
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<tr>
<td>SP-SM 302 Sport Law</td>
<td>3</td>
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<tr>
<td>SP-SM 315 Sport Marketing</td>
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<tr>
<td>BS-MG 251 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BS-MG 363 Professional Ethics</td>
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Minors allow students to enhance their learning experiences by participating in a prescriptive curriculum that will provide the foundation related to a specific discipline. In order to earn a minor, the student must declare that minor with the Office of the Registrar and complete all required coursework. Each minor requires a minimum of 18 credits. Additionally, the student must complete a minimum of twelve (12) discrete credits (credits related to courses not included in a declared major).

OUTLINE OF DEPARTMENTS AND MINORS

- Business
  - Accounting
  - Entrepreneurship
  - Organizational Leadership
  - Management
  - Marketing
  - Risk Management
- Communication
- Education
  - Paraprofessional
- English
  - English
  - Literature
  - Creative Writing
- Fine Arts
  - Art
  - Theatre
- Ministry & Theology
  - Biblical Literature
  - Ministry
  - Missions
  - Student Ministries – Children
  - Student Ministries – Youth
  - Worship Arts
- Science
  - Biological/Environmental Science
  - Forensic Science
  - Health Careers
- Mathematics
- Music
  - Music
- Social Sciences
  - Criminal Justice
  - History
  - Psychology
  - Sociology
- Sport Science and Health
  - Coaching
  - Exercise Science
  - Recreation
  - Sport Management

BUSINESS

Accounting
BS-AC 220  Financial Accounting..........................3
BS-AC 221  Managerial Accounting.........................3
BS-AC 322  Cost Accounting..................................3
BS-EC 210  Survey of Economics............................3
BS-MG 311  Advanced Professional Com [WI]..............3
BS-MG 353  Principles of Finance............................3
BS-AC 323  Computerized Accounting.......................3

Entrepreneurship
BS-AC 120  Basic Accounting.................................3
BS-CP 235  Computer Applications in Business..........3
BS-CP 335  Advanced Computer Applications in Business........3
BS-MG 352  Principles of Marketing.........................3
BS-MG 356  Human Resource Management..................3
BS-MG 357  Business Law....................................3
BS-MG 371  Introduction to Entrepreneurship.............3

Management
BS-AC 120  Basic Accounting.................................3
BS-EC 210  Survey of Economics............................3
BS-MG 311  Advanced Professional Com [WI]..............3
BS-MG 351  Principles of Management.......................3
BS-MG 355  Organizational Behavior.........................3
BS-MG 356  Human Resource Management..................3
BS-MG 357  Business Law....................................3

Marketing
BS-MG 352  Principles of Marketing.........................3
BS-MG 362  Promotional Strategies..........................3
BS-MG 365  Sales and Sales Force Management...........3
SS-PY 310  Research Methods................................3
CO-CO 340  Public Relations................................3
BS-MG 209  Statistics ......................................3

Choose at least one of the following:
BS-MG 372  Intro to Entrepreneurship......................3
BS-MG 372  International Business........................3
BS-CP 335  Advance Computer Applications..............3
CO-CO 312  Interpersonal Communications...............3
CO-CO 323  Media Production I..............................3

Organizational Leadership
BS-EC 210  Survey of Economics (or Micro and Macro courses)..........................3
BS-MG 351  Principles of Management.......................3
BS-MG 356  Human Resource Management..................3
BS-MG 363  Professional Ethics..............................3
SS-PY 320  Social Psychology................................3
SS-PY 335  Industrial/Org. Psychology ...................... 3
BS-MG 355  Organizational Behavior ........................... 3
SS-PY 211  Leadership Development ............................ 2

Risk Management
BS-AC 120  Basic Accounting ................................ 3
BS-EC 210  Survey of Economics .............................. 3
BS-RM 205  Prin. Of Insurance & Risk Management .... 3
BS-RM 305  Personal Insurance ................................. 3
BS-RM 306  Commercial Insurance & Risk Mgt. .......... 3
BS-MG 351  Principles of Management ....................... 3
BS-MG 353  Principles of Finance ............................. 3

COMMUNICATION

Communication
CO-CO 221  Intro to Mass Media ............................. 3
CO-CO 312  Interpersonal Communications ................ 3
CO-CO 323  Media Production I .............................. 3
CO-CO 340  Public Relations .................................. 3
CO-AP 395  Practicum [Communications] .................. 2-4
CO-CO 412  Persuasion/Argumentation [WI] ........... 3
Communication Electives .................. 1-3

EDUCATION

Paraprofessional
ED-AP 393  Internship [Paraprofessional] .................. 2-4
ED-CC 100  Introduction to Education ......................... 2
ED-CC 110  Early Field Experience ........................... 1
ED-CC 120  Culturally Diverse Field Experience .......... 1
ED-CC 281  Principles of Teaching and Learning .......... 3
ED-CC 300  Exceptional & Diverse Learners ............... 3
ED-CC 315  Classroom Management ........................... 3
ED-EE 345  Elementary Mathematics Methods ............ 3

Choose at least one of the following concentrations:
Elementary
ED-EE 226  Children’s & Adolescent Literature .......... 2
ED-EE 340  Foundations of Literacy .......................... 3
Secondary
ED-CC 310  Educational Assessment & Statistics .......... 3
ED-Se 381  Secondary Teaching Methods ................... 3

ENGLISH

CREATIVE WRITING
EN-CP 210  Introduction to Creative Writing .............. 3
CO-CO 216  Digital Publishing and Productions .......... 3
EN-LT 222  Studies in Poetry ................................ 3
EN-LT 230  Introduction to Shakespeare .................... 3
EN-CP 320  Forms of Poetic Writing ........................ 3
EN-CP 402  Advanced Grammar ................................ 3
EN-CP 408  Adv. Creative Writing & Composition [Capstone/WI] ................................. 3

English
EN-CP 210  Introduction to Creative Writing .............. 3
CO-CO 216  Digital Publishing and Productions .......... 3
EN-LT 301  American Literature ............................... 3
EN-LT 304  British Literature I ............................... 3
EN-LT 305  British Literature II .............................. 3
EN-CP 408  Adv. Creative Writing & Composition [Capstone/WI] ................................. 3
EN-LT 415  American Novel ................................... 3

Literature
EN-LT 217  Introduction to World Literature ............... 3
EN-LT 230  Introduction to Shakespeare .................... 3
EN-LT 301  American Literature ............................... 3
EN-LT 304  British Literature I ............................... 3
EN-LT 305  British Literature II .............................. 3
EN-CP 320  Forms of Poetic Writing ........................ 3
EN-LT 415  American Novel ................................... 3

HUMANITIES

Art
Choose twenty (20) credits from the following list of courses, 10 of which must be upper division courses.

HU-AR 101  Art Appreciation ................................ 3
HU-AR 103  Drawing I ........................................ 2
HU-AR 104  Drawing II ........................................ 2
HU-AR 105  Painting w/Acrylics I ............................ 2
HU-AR 106  Painting w/Oils I .................................. 2
HU-AR 120  Fundamentals of Design .......................... 3
HU-AR 203  Electronic Digital Imaging ........................ 2
HU-AR 205  Painting w/Acrylics II ............................ 2
HU-AR 206  Painting w/Oils II ................................. 2
HU-AR 207  Color Theory ...................................... 2
HU-AR 208  Portraiture ......................................... 2
HU-AR 209  Introduction to Photography .................... 2
HU-AR 212  Electronic Illustration ............................ 2
HU-AR 213  Electronic Publishing ............................. 2
HU-AR 220  Stained Glass ..................................... 2
HU-AR 301  Art for Illustration ............................... 2
HU-AR 303  Intermediate Drawing ............................ 2
HU-AR 305  Intermediate Acrylics ............................. 2
HU-AR 306  Intermediate Oils .................................. 2
HU-AR 308  Murals ............................................. 2-4
HU-AR 309  Intermediate Photography ........................ 2
HU-AR 355  Art & Architecture ............................... 2
HU-AR 330  Studio Ceramics .................................. 3
HU-AR 403  Advanced Drawing ............................... 2
HU-AR 405  Advanced Acrylics ................................. 2
HU-AR 406  Advanced Oils ..................................... 2
HU-AR 491  Senior Seminar [Art] ............................ 2-4

Music
MU-AP  Applied Music Lessons ................................ 4
MU-MS 101  Music Theory I .................................. 3
MU-MS 102  Aural Skills I .................................... 1
<table>
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<td>MU-MS 103</td>
<td>Music Theory II</td>
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<td>MU-MS 104</td>
<td>Aural Skills II</td>
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<td>MU-MS 105</td>
<td>Music Appreciation</td>
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<td>MU-MS 107</td>
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**Theatre**

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<td>Theatre Production: Blocking &amp; Choreo.</td>
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<tr>
<td>HU-TH 107</td>
<td>Acting I</td>
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<tr>
<td>HU-TH 112</td>
<td>Introduction to Theatre</td>
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<td>HU-TH 210</td>
<td>Stagecraft I</td>
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**MINISTRY AND THEOLOGY**

**Biblical Literature**

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<td>HU-FL 201</td>
<td>Biblical Greek I</td>
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<td>HU-FL 202</td>
<td>Biblical Greek II</td>
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<tr>
<td>MT-BI 301</td>
<td>Hermeneutics: IBS</td>
<td>3</td>
</tr>
<tr>
<td>MT-BI 302</td>
<td>Biblical Interpretation: from Hermeneutics to Homiletics</td>
<td>3</td>
</tr>
<tr>
<td>MT-TH 240</td>
<td>Introduction to Theology</td>
<td>3</td>
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<td></td>
<td>Upper division Ministry/Theology Electives</td>
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**Ministry**

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<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT-BI 301</td>
<td>Hermeneutics: IBS</td>
<td>3</td>
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<tr>
<td>MT-BI 302</td>
<td>Biblical Interpretation: from Hermeneutics to Homiletics</td>
<td>3</td>
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<tr>
<td>MT-TH 240</td>
<td>Introduction to Theology</td>
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</tr>
<tr>
<td>MT-MN 341</td>
<td>Pastoral Care</td>
<td>2</td>
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<tr>
<td>MT-MN 350</td>
<td>Small Group Leadership</td>
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</tr>
<tr>
<td>MT-MN 420</td>
<td>Theology of Worship</td>
<td>3</td>
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<tr>
<td>MT-SM 380 A/B</td>
<td>Action/Reflection Seminars</td>
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<td>MT-SM 480 A/B</td>
<td>Action Reflection Seminars</td>
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**Missions**

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<th>Course Name</th>
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<tbody>
<tr>
<td>MT-BI 301</td>
<td>Hermeneutics: IBS</td>
<td>3</td>
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<tr>
<td>MT-MN 311</td>
<td>Missions Experience</td>
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<tr>
<td>MT-MN 301</td>
<td>Making of a Missionary</td>
<td>2</td>
</tr>
<tr>
<td>MT-MN 341</td>
<td>Pastoral Care</td>
<td>2</td>
</tr>
<tr>
<td>MT-MN 350</td>
<td>Small Group Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MT-MN 420</td>
<td>Theology of Worship</td>
<td>3</td>
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<tr>
<td>MT-SM 380 A/B</td>
<td>Action/Reflection Seminars</td>
<td>2</td>
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<td>MT-SM 480 A/B</td>
<td>Action Reflection Seminars</td>
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**Electives (choose one of the following):**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SS-PY 320</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SS-SO 202</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MT-WV 251</td>
<td>World Religions</td>
<td>3</td>
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</table>

**Student Ministries (Children)**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT-BI 301</td>
<td>Hermeneutics: IBS</td>
<td>3</td>
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<tr>
<td>MT-MN 226</td>
<td>Children’s Ministry I</td>
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<table>
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<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>MT-MN 336</td>
<td>Children’s Ministry II</td>
<td>3</td>
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<tr>
<td>MT-MN 350</td>
<td>Small Group Leadership</td>
<td>3</td>
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<tr>
<td>MT-TH 463</td>
<td>Holistic Discipleship: From Evangelized to Evangelist</td>
<td>3</td>
</tr>
<tr>
<td>MT-SM 380 A/B</td>
<td>Action/Reflection Seminars</td>
<td>2</td>
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<tr>
<td>MT-SM 480 A/B</td>
<td>Action/Reflection Seminars</td>
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**Student Ministries (Youth)**

<table>
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<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT-BI 301</td>
<td>Hermeneutics: IBS</td>
<td>3</td>
</tr>
<tr>
<td>MT-MN 222</td>
<td>Youth Ministry I</td>
<td>3</td>
</tr>
<tr>
<td>MT-MN 322</td>
<td>Youth Ministry II</td>
<td>3</td>
</tr>
<tr>
<td>MT-MN 350</td>
<td>Small Group Leadership</td>
<td>3</td>
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<tr>
<td>MT-TH 463</td>
<td>Holistic Discipleship: From Evangelized to Evangelist</td>
<td>3</td>
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<tr>
<td>MT-SM 380 A/B</td>
<td>Action/Reflection Seminars</td>
<td>2</td>
</tr>
<tr>
<td>MT-SM 480 A/B</td>
<td>Action/Reflection Seminars</td>
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**Electives (choose one of the following):**

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SS-PY 201</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SS-PY 307</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>SS-PY 309</td>
<td>Adolescent Psychology</td>
<td>3</td>
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**Worship Arts**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT-SM 380 A/B</td>
<td>Action/Reflection Seminars</td>
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</tr>
<tr>
<td>MT-SM 480 A/B</td>
<td>Action/Reflection Seminars</td>
<td>2</td>
</tr>
<tr>
<td>MT-TH 240</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>MT-TH 420</td>
<td>Theology of Worship</td>
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<tr>
<td>MU-MS 179</td>
<td>Introduction to Music Technology</td>
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**Fine Arts Electives**

**SCIENCE & MATHEMATICS**

**Environmental Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-BI 100</td>
<td>Environmental Science w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-CH 112</td>
<td>College Chemistry II w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-BI 304</td>
<td>Microbiology w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-SM 291</td>
<td>Natural Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NS-SM 491</td>
<td>Senior Seminar (Natural Science) [WI]</td>
<td>1</td>
</tr>
<tr>
<td>NS-BI 305</td>
<td>Ecology and Natural History Course</td>
<td>2</td>
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**Choose at least one:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-BI 200</td>
<td>Invertebrate Zoology w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-BI 202</td>
<td>Vertebrate Zoology w/ Lab</td>
<td>4</td>
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<tr>
<td>NS-BI 203</td>
<td>Plant Biology w/ Lab</td>
<td>4</td>
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**General Education Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-MA 104</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>NS-MA 111</td>
<td>Calculus I</td>
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**Elective**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-BI 310</td>
<td>Genetics w/ Lab</td>
<td>4</td>
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</table>
### Forensic Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NS-BI 304</td>
<td>Microbiology w/ Lab</td>
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</tr>
<tr>
<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-CH 311</td>
<td>Organic Chemistry I w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-SM 291</td>
<td>Natural Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NS-SM 491</td>
<td>Senior Seminar (Natural Science) [WI]</td>
<td>1</td>
</tr>
<tr>
<td>NS-AP 493</td>
<td>Research Project [Natural Science]</td>
<td>or</td>
</tr>
<tr>
<td>NS-AP 495</td>
<td>Internship [Natural Science]</td>
<td>2-4</td>
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</table>

Electives:
- NS-BI 101 | General Biology w/ Lab | 4 |
- NS-BI 201 | Invertebrate Zoology w/ Lab | 4 |
- NS-BI 310 | Genetics w/ Lab | 4 |
- NS-CH 102 | General Chemistry w/ Lab | 4 |
- NS-CH 112 | College Chemistry II w/ Lab | 4 |
- NS-CH 312 | Organic Chemistry II w/ Lab | 4 |
- NS-PS 104 | Earth Science | 3 |
- NS-PS 104L | Earth Science Lab | 1 |
- Any Upper Level Field Ecology Course |

**General Education Requirements:**
- NS-MA 104 | College Algebra | or |
- NS-MA 111 | Calculus I | 3-4 |

### Health Careers

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-BI 204</td>
<td>Human Anatomy &amp; Physiology I w/Lab</td>
<td>3</td>
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<tr>
<td>NS-BI 205</td>
<td>Human Anatomy &amp; Physiology II w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>NS-BI 304</td>
<td>Microbiology w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-BI 310</td>
<td>Genetics w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-CH 122</td>
<td>College Chemistry II w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>NS-SM 291</td>
<td>Natural Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>NS-SM 491</td>
<td>Senior Seminar (Natural Science) [WI]</td>
<td>1</td>
</tr>
<tr>
<td>NS-AP 493</td>
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</tr>
<tr>
<td>NS-AP 495</td>
<td>Internship [Natural Science]</td>
<td>2-4</td>
</tr>
</tbody>
</table>

**General Education Requirements:**
- NS-MA 104 | College Algebra | or |
- NS-MA 111 | Calculus I | 3-4 |

**Recommended as an elective for pre-nursing:**
- NS-BI 245 | Basic Nutrition | 3 |

**Recommended as an elective for pre-physical therapy:**
- NS-PH 205 | General Physics I w/Lab | 4 |
- NS-PH 206 | General Physics II w/Lab | 4 |

### Mathematics

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NS-MA 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>NS-MA 211</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>NS-SM 291</td>
<td>Natural Science Seminar</td>
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<tr>
<td>NS-SM 491</td>
<td>Senior Seminar (Natural Science) [WI]</td>
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**Electives:**
- NS-AP 493 | Research Project [Natural Science] | 2 |
- NS-AP 495 | Internship [Natural Science] | 4 |
- NS-MA 104 | College Algebra | 3 |
- NS-MA 105 | College Trig. & Analytical Geometry | 2 |
- NS-MA 201 | Survey of Contemporary Mathematics | 3 |
- NS-MA 310 | Applied Statistics/Research Methods | 3 |
- NS-MA 311 | Calculus III | 4 |
- NS-MA 316 | History of Mathematics | 2 |
- NS-MA 411 | Differential Equations | 4 |
- NS-MA 412 | Advanced Calculus | 4 |
- NS-MA 413 | Modern Advanced Algebra | 3 |
- NS-MA 414 | Discrete Mathematics | 4 |
- NS-MA 415 | Modern Geometry | 3 |

### Social Science

#### Criminal Justice

<table>
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<tr>
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<th>Title</th>
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<tr>
<td>SS-CJ 235</td>
<td>Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>SS-CJ 241</td>
<td>Introduction to Law and Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>SS-CJ 340</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>SS-CJ 341</td>
<td>Criminal Investigation</td>
<td>3</td>
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<tr>
<td>SS-CJ 343</td>
<td>Criminology</td>
<td>3</td>
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**Electives:**
- SS-PY *** | Any Approved Course | 3 |
- SS-SO *** | Any Approved Course | 3 |
- SS-PO *** | Any Course | 3 |
- SS-CJ *** | Any Course | 3 |
- BS-MG 363 | Professional Ethics | 3 |
- BS-MG 357 | Business Law | 3 |

#### History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SS-HI 110</td>
<td>Survey of World Civilization</td>
<td>3</td>
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<tr>
<td>SS-HI 115</td>
<td>Survey of United States History</td>
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<tr>
<td>SS-HI 244</td>
<td>Social History of the 1960s</td>
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<tr>
<td>SS-HI 245</td>
<td>History of World War II</td>
<td>1</td>
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<tr>
<td>SS-HI 310</td>
<td>Cultural and Geo-Historical Settings of the Bible</td>
<td>2-4</td>
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</table>
- SS-HI 332 | Late 20th Century World History | 3 |
- SS-HI 334 | Kansas History | 2 |
- SS-HI 344 | A History of Minorities in the U.S. | 2 |
- SS-HI 463 | Historiography | 2 |
- SS-HI 492 | History Seminar [WI/Capstone] | 1 |
- SS-PO 203 | American Government | 3 |
- SS-PO 333 | Political Science and Thought | 3 |
- SS-SO 328 | Field Anthropology | 3 |
- HU-AR 101 | Art Appreciation | 3 |
- HU-TH 112 | Introduction to Theatre | 3 |
- MU-MS 306 | Popular Music in America | 3 |
- MU-MS 362 | Music History I | 3 |
- MU-MS 363 | Music History II | 3 |
- MU-MS 364 | Music History III | 3 |

### Psychology

<table>
<thead>
<tr>
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<tr>
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</table>
SS-PY 110  General Psychology .................................. 3
SS-PY 201  Developmental Psychology ......................... 3
SS-PY 320  Social Psychology ....................................... 3
SS-PY 330  Abnormal Psychology .................................. 3

Electives:
Any psychology course (SS-PY) or one of the following options
ED-CC 281 Principles of Teaching and Learning ............... 3
SS-CJ 343 Criminology ............................................... 3
SS-SO 381 Marriage & Family ........................................ 3
SS-AP 291 Scientific Writing Seminar: APA ................. 1

Sociology
SS-HI 344  A History of Minorities in the U.S. ............... 2
SS-PY 320  Social Psychology ........................................ 3
SS-SO 202  Principles of Sociology ................................ 3
SS-SO 320  Cross Cultural Communications .................. 3
SS-SO 381  Marriage & Family ........................................ 3
SS-SO 458  Sociological Theory .................................... 3

Electives:
BS-EC 210 Survey of Economics .................................... 3
BS-EC 261 Macroeconomics ........................................... 3
NS-MA 209 Statistics .................................................... 3
SS-CJ 235 Criminal Justice Systems ............................... 3
SS-CJ 343 Criminology ............................................... 3
SS-HI 244 Social History of the 1960s ............................. 1
SS-PO 112 Current World Problems ............................... 3
SS-PY 201 Developmental Psychology ........................... 3
SS-PY 310 Research Methods/Applied Statistics ............. 3
SS-PY 355 Organizational Behavior ................................ 3
MT-WV 251 World Religions ......................................... 3
SS-SO 320 Cross Cultural Communications .................... 3
SS-SO 328 Field Anthropology ...................................... 4
SS-AP 291 Scientific Writing Seminar: APA ................. 1

**SPORT SCIENCE & HEALTH**

**Coaching**
SP-SH 201  First Aid ............................................... 2
SP-SH 202  Introduction to P.E., Sport, & Fitness .......... 3
SP-SH 204  Theory of Coaching ..................................... 2
SS-PY 400  Sports & Exercise Psychology ..................... 2

Choose at least one:
SP-SH 308  Exercise Physiology .................................... 3
SP-SH 310  Kinesiology ............................................... 3

Choose two from the following:
SP-SH 305  Theory of Coaching Basketball ..................... 2
SP-SH 306  Theory of Coaching Tennis ............................ 2
SP-SH 313  Theory of Coaching Baseball ......................... 2
SP-SH 318  Theory of Coaching Soccer ......................... 2

Electives:
SP-SH 203  Care & Treatment of Athletic Injuries .......... 2
SP-SH 208  Introduction to Team Sports ......................... 3

SP-SH 270  Officiating .............................................. 2
SP-SH 307  Individual & Dual Sports Analysis .................. 2
SP-SH 312  Adaptive Physical Education ....................... 2

**Exercise Science**
NS-BI 101  General Biology w/ Lab ............................. 4
NS-BI 204  Human Anatomy & Physiology I w/Lab ...... 3
NS-BI 205  Human Anatomy & Physiology II w/Lab ........ 3
SP-SH 308  Exercise Physiology .................................... 3
SP-SH 310  Kinesiology ............................................... 3

Electives:
SP-SH 201  First Aid ............................................... 2
SP-SH 202  Introduction to P.E., Sport, & Fitness .......... 3
SP-SH 203  Care and Treatment of Athletic Injuries .......... 3
SP-SH 312  Measurement & Evaluation in Health & Physical Education .................... 3
SP-SH 314  Sport Nutrition ........................................... 3
SP-SH 415  Exercise Testing, Evaluation & Prescription .................... 3
SP-SH 420  Exercise Leadership .................................... 3
SP-SM 425  Administration in Sport & Fitness ............... 3
SS-PY 400  Sport & Exercise Psychology ....................... 2

**Sport Management**
SP-SH 202  Introduction to P.E., Sport, & Fitness .......... 3
SP-SH 410  Recreational Facilities ................................. 3
SP-SM 425  Administration in Sport & Fitness ............... 3
SP-SM 200  Introduction to Sport Management ............... 3
SP-SM 302  Sport Law .................................................. 3

Choose at least one:
BS-MG 311  Advanced Professional Com [WI] ................ 3
BS-MG 371  Entrepreneurship ...................................... 3

Choose at least one:
SP-SM 315  Sport Marketing ........................................ 3
BS-MG 352  Principles of Marketing ............................. 3

**Recommended Electives:**
SP-SM 406  Issues & Trends in Sports ......................... 3
SP-SM 497  Special Topics in Sport Management ............ 3

**Recreation**
SP-SH 202  Introduction to P.E., Sport, & Fitness .......... 3
SP-SH 250  Leisure & Sport Programming ...................... 3
SP-SH 309  Outdoor Recreation/Education ..................... 3
SP-SH 410  Recreational Facilities ................................. 3

Electives:
SP-SH 201  First Aid ............................................... 2
SP-SH 203  Care and Treatment of Athletic Injuries .......... 2
SP-SH 208  Introduction to Team Sports ......................... 2
SP-SH 307  Individual and Dual Sports Analysis .................. 2
SP-SH 308  Exercise Physiology .................................... 3
SP-SH 312  Adaptive Physical Education ....................... 2
SP-SM 425  Administration in Sport & Fitness ............... 3
COURSE DESCRIPTIONS

Key for all parenthetical codes:
MC=McPherson College
WI= course qualifies as a Writing Intensive course for the Writing Program
199/399 Course designations are reserved for transfer electives.

AVIATION

AV-FL courses are completed in transfer from International Aero Academy, Hesston College, or through approved McPherson Airport.

AV-FL 100 Principles of Aviation I (3)
This course introduces the student to the aviation industry in all its aspects including the history of flight, flight safety, airports, airspace, charts, communications and procedures, air traffic, and aviation service. Many of these subjects will be expanded in later courses. This knowledge base will be instrumental in mastering the major components associated with supporting aviation programming.

AV-FL 200 Principles of Aviation II (3)
A continuation of Principles of Aviation I. This continuing course explores additional topics in aviation including weather services, aircraft performance, navigation and communications. Prerequisite: AV-FL 100.

AV-FL 205 Meteorology (3)
Designed as an introductory course in the field of meteorology, this course will expose the student to the basic concepts such as weather, concepts of weather, weather hazards, meteorological flight planning, aviation weather equipment, and consideration of weather conditions as they relate to aircraft and flight performance.

AV-FL 220 Aircraft Systems (3)
This course introduces the student to basic and advanced aircraft systems. Students explore engine design, propeller, electrical, environmental, hydraulic, pneumatic, fuel, ignition, lubrication, and pressurization systems, hydraulic systems, air conditioning and heating systems, oxygen systems, landing gear systems, brake systems, ice and rain detection/protection systems, fire detection/extinguishing systems, fuel systems, and flight controls.

AV-FL 225 Aviation Law (3)
This is a survey course of domestic and international aviation law. Topics include constitutional law, administrative law, enforcement actions, and international law affecting aviation. Additionally, this course considers the current state of the aviation regulatory environment and processes, such as regulatory certifications, rulemaking, and legislation.

AV-FL 306 Aviation Safety (3)
This course is a study of the fundamentals essential to the safety of flight. The course includes a review of incidents, accidents, safety studies, and accident investigations with a focus on causal and contributing factors to those investigated events and any resulting changes to mitigate future risk.

AV-FL 308 Human Factors in Aviation (3)
This course is designed to introduce the aviation student to the effects flying imposes on the human body. Being aware of how the human body works and how the normal physiological parameters are altered while flying will prepare the student to make sound decisions and adjustments when exposed to these conditions.

AV-FL 395 Practicum [Aviation] (2-6)
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

AV-FL 101 Private Pilot Ground (3)
Intended for those interested in pilot training. This course includes sufficient background material and flying time for the student to pass the FAA written private pilot test. Credit is awarded after passing appropriate FAA written and practical examinations.

AV-FL 101 Private Pilot Flight (3)
Covers the student to basic and advanced maneuvers. It includes practice and maneuvers in simulated and actual instrument flying. At the completion of this course, the student should have at least 125 total hours of flying time and the instrument rating. Credit is awarded after passing appropriate FAA written and practical examinations. Prerequisite: Private Pilot Certificate.

AV-FL 201 Instrument Ground (4)
Includes concentration of study in navigation, meteorology, aircraft systems, and air traffic control. This course is completed when the student passes the FAA instrument written exam. Prerequisite: Private Pilot Certificate.

AV-FL 221 Instrument Flight (4)
With this course the student is expected to complete the instrument rating. It includes practice and maneuvers in simulated and actual instrument flying. At the completion of this course, the student should have at least 125 total hours of flying time and the instrument rating. Credit is awarded after passing appropriate FAA written and practical examinations. Prerequisite: Private Pilot Certificate.

AV-FL 301 Commercial Pilot Ground (4)
This course prepares the student for the FAA Commercial Pilot written exam. Credit is awarded after passing appropriate FAA written and practical examinations.

AV-FL 321 Commercial Pilot Flight (4)
After completing this course the student will qualify for the FAA Commercial Flight Check, which is the final requirement of the course. Flight instruction in high performance aircraft and advanced maneuvers are included. The student should have a cumulative total of 250 logged flight hours. Credit is awarded after passing appropriate FAA written and practical examinations. Prerequisite: Private pilot certificate, and instrument rating.

AV-FL 401 Flight Instructor Ground (3)
AV-FL 421 Flight Instructor Flight (3)
Prepares the commercial pilot to become an instructor. Emphasis is on organization and building good performance habits as well as practical experience in flight and ground instruction. Credit is awarded after passing appropriate FAA written and practical examinations. Prerequisite: Commercial Pilot License and Instrument Rating.

AV-FL 402 Flight Instructor Instrument Ground (3)
AV-FL 422 Flight Instructor Instrument Flight (3)
Successful completion of these courses leads to certification as a flight instructor with instrument rating. Credit is awarded after passing appropriate FAA written and practical examinations.

AV-FL 450 Multi-Engine Rating (2)
The student receives instruction in aircraft systems and the piloting skills required to operate a multi-engine aircraft safely. Credit is awarded after passing appropriate FAA written and practical examinations.

AV-MA 100 Aeronautical Science & Reasoning (3)
This course introduces students to the science of aerodynamics, with a practical focus on algebraic reasoning as it is applied to such topics as lift, weight, thrust, and drag forces acting upon an airplane in flight; calculation of stall speed; W&B; stability and control; operating data (fuel flow and range equations); low speed aerodynamics, angles of climb, speed rates, fundamentals associated with transonic and supersonic flight, as well as other related topics.

BUSINESS: ACCOUNTING

BS-AC 120 Basic Accounting (3)
Designed for those interested in possibly pursuing accounting, but wanting to become familiar with accounting principles or for those not looking to major in accounting, but are in need of some basic accounting skills. (Offered spring)
BS-AC 220 Financial Accounting (3)
Nature and purpose of accounting, basic accounting concepts and procedures, methods of processing, summarizing and classifying financial data. The accounting cycle, merchandising, measuring and reporting current assets and liabilities, and accounting for partnerships and corporations are topics covered. (Offered fall)

BS-AC 221 Managerial Accounting (3)
Intermediate level course with emphasis on how accounting information can be interpreted and used as a tool of management in planning and controlling business activities of the firm. Major topics include manufacturing accounting, product costing, budget and control procedures, and capital budgeting. Prerequisite: BS-AC 220 with a grade of C or better. (Offered spring)

BS-AC 230 (MC) Intermediate Accounting I (3)
A study that includes accounting theory, financial statements, the concept of future and present value, temporary and long-term investments, inventory evaluation, and fixed and intangible assets. Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260, BS-EC 261. (Offered odd years fall)

BS-AC 231 (MC) Intermediate Accounting II (3)
A continuation of Intermediate Accounting I that will include a study of bonds, pensions, and leases; corporate accounting; capital and retained earnings; tax allocation; changes in accounting methods; working capital analysis; comparative statements; and ratio analysis. Prerequisite: BS-AC 320. (Offered fall)

BS-AC 232 (MC) Cost Accounting (3)
The study of standard costing, cash budgeting, process costing, and job order costing and their application to the management decision process. Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260, BS-EC 261. (Offered even years fall)

BS-AC 323 Computerized Accounting (QuickBooks) (3)
Accounting processes in a computerized environment utilizing popular over-the-counter software (i.e. QuickBooks, Peachtree). Question: “If 3.7 million small businesses use QuickBooks, how many students need to learn it?” Answer: “All of them.” This course requires a laptop computer that must be PC compatible. New Text required. Prerequisite: BS-AC 220, BS-AC 221. (Offered odd years fall)

BS-AC 437 (MC) Principles of Auditing (3)
Course will emphasize audit techniques and audit procedures, using a text and coordinated audit practice set to accomplish class objectives. Prerequisites: BS-AC 321, BS-AC 322. (Offered odd years spring)

BUSINESS: APPLIED DEPARTMENTAL STUDIES
BS-AP 391 Readings in Business (2-4)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in business not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

BS-AP 395 Practicum [Business] (2-5)
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

BS-AP 495 Internship [Business] (2-5)
This independent study is designed to provide the student with the job training under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

BS-AP 498 Thesis [Business] (2-5)
The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

BUSINESS: COMPUTER APPLICATIONS
BS-CP 235 Computer Applications in Business (3)
This course is designed to provide an interactive environment for learning the fundamental functions of the most popular commercial applications software, including word processing, spreadsheet, database management, and presentations. This course meets the need of future business people, managers, and a generally well-informed public.

BS-CP 237 Fundamentals of Website Design (3)
This course introduces the principles and best practices for creating usable websites and teaches students the fundamentals of HTML, use of HTML authoring tools, webpage writing and editing, web graphics and multimedia elements, and website architecture and content management. Prerequisite: BS-CP 235 and at least sophomore standing. (Offered on demand)

BS-CP 335 Advanced Computer Applications in Business (3)
An advanced computer application course expanding the topics first introduced in BS-CP 235, including popular software in word processing, database, spreadsheets, and presentations. The course is designed to give the business user hands-on, real-world examples of how the software is integrated into the business decision-making process. Prerequisites: BS-CP 235 or permission of instructor. (Offered odd years)

BUSINESS: ECONOMICS
BS-EC 210 Survey of Economics (3)
This is a survey course covering basic principles for both microeconomics and macroeconomics. Microeconomics studies the way in which individual economic agents such as workers, consumers, households and business firms make decisions. Macroeconomics addresses issues pertaining to the aggregate economic principles with practical examples to give students a better understanding of the role economics plays in society.

BS-EC 260 Microeconomics (3)
An introduction to microeconomic theory including an analysis of price theory, the marginal cost concept, market structure and performance.

BS-EC 261 Macroeconomics (3)
An introduction to macroeconomic theory including a study of national income, spending, the creation of money, monetary and fiscal policy, and the problems of controlling inflation and unemployment. Prerequisite: BS-EC 260.

BS-EC 265 Personal Finance (3)
Personal and family financial planning. Emphasis is on saving, budgeting, investments, retirement planning, housing, car buying, and insurance.

BS-EC 365 Personal Financial Management (3)
Emphasis is on personal financial management including taxes, cash management, credit, budgeting, life and health insurance, housing and auto purchasing and insurance, investments, retirement and estate planning. Particular importance, as it applies to personal finance, will be placed on financial principles such as present and future value, basic investment principles, and financial ratios. Pre-requisites: Business major or junior/senior level any major.

BUSINESS: MANAGEMENT
BS-MG 100 Principles of Business (3)
This course is a survey of the field of business for the non-business major or the beginning business student. Topics include the business environment, starting and growing a business, management, human resource management, marketing, finance and international business.

BS-MG 209 Statistics (3)
A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphical representation, measures of central tendency and dispersion, probability theory and various significant tests of
relationship, association, and correlation. Prerequisite: NS-MA 104 or equivalent.

**BS-MG 306 Conflict Resolution and Negotiation (3)**
This course exposes students to the nature of conflict within organizations and the various forms of employable conflict resolution techniques. Emphasis is given to overcoming positional or contentious strategies while building collaboration and offering choices. Focus is placed on understanding the interdependence of groups within the system and the cohesion necessary to for organizational effectiveness. (Online Only)

**BS-MG 311 Advanced Professional Communication [WI] (3)**
This course includes in-depth discussion of current communication topics including workplace diversity, technology, correspondence applications, proposals, business plans, visual aids, teamwork, interpersonal communications, listening, nonverbal messages, presentation skills and employment communication. Positive, neutral, goodwill, negative and persuasive letters will be prepared. Prerequisite: Junior or Senior level standing and one lower-level WI course. (Offered spring)

**BS-MG 325 Project Management (3)**
This course provides an introduction to principles of managing projects and provides students with the opportunity to explore project management software and tools to manage projects effectively. Topics include project lifecycle management, planning, scheduling, budgeting, controlling, risk management, and crisis and change (Online Only)

**BS-MG 342 Investments (3)**
Basic concepts of investing, including market mechanics, investment vehicles, terminology, fundamental and technical analysis of stocks. Prerequisite: BS-AC 220 and BS-EC 261 or BS-EC 210. (Offered odd years spring)

**BS-MG 351 Principles of Management (3)**
Types of managerial functions necessary for organizational operation are explored. The course is built around the topics of planning, organizing, directing, controlling and decision-making. (Offered odd years fall).

**BS-MG 352 Principles of Marketing (3)**
A survey course where policies, practices and procedures of marketing within the private and public sector are learned. Emphasis is given to promotion, pricing, product and distribution. Prerequisite: sophomore standing or higher. (Offered even years fall).

**BS-MG 353 Principles of Finance (3)**
Study of decision-making techniques involving working capital management, capital budgeting, long-term financing, dividend policy, and mergers with emphasis on time-value of money. Prerequisites: BS-AC 220, BS-EC 210 or BS-EC 261. (Offered even years spring).

**BS-MG 355 Organizational Behavior (3)**
This course examines the psychological and sociological variables important in understanding individual motivation, group functioning, change, creativity, organizational design, conflict and leadership in organizations. Particular attention is given to the application of leadership and management principles within the organizational structure. (Offered fall) (Offered Online: Replaces EX-BS 356 Organizational Behavior & Leadership.)

**BS-MG 356 Human Resource Management (3)**
Topics include staffing, performance appraisal, compensation, training and development, employee rights, and unionization. Contemporary issues include quality of work-life and legal environment. (Offered odd years spring).

**BS-MG 357 Business Law (3)**
Business law studies the history, background, sources and influences of our modern day law as it pertains to the business activities of individuals, corporations and other legal entities. As a part of this module particular emphasis will be placed upon the laws governing contracts, creditors’ rights, secured transactions, bankruptcy, agency, partnerships and corporations. Today’s managers need to understand the basic legal concepts to avoid costly courtroom problems and other legal issues. (Offered fall)

**BS-MG 361 Consumer Behavior (3)**
This course will challenge the student to analyze the behavior of buyers at multiple levels, including the individual, individual business, and governmental agencies. Students synthesize their knowledge of customer acquisition, consumption, and disposal of products and services in light of the influence of demographics, culture, and worldview.

**BS-MG 362 Promotional Strategies (3)**
This course guides students from a managerial perspective into an understanding and application of key promotional strategies, theories, and tactics important to organizations desiring promotional activities. This course concentrates on the promotional aspect of Marketing as compared to the other three “P”s of marketing, namely Price, Product and Place (distribution). The four major areas studied, also known as the promotion mix, will be a) personal selling, b) advertising, c) sales promotions, and d) public relations/publicity. (Offered spring)

**BS-MG 363 Professional Ethics (3)**
This is a study of the theory and practice of professional ethics. Cases and essays by noted thinkers are studied and discussed in depth from a Christian perspective. Course will be tailored to individual student interests such as business, religion, etc. (Offered even years spring)

**BS-MG 365 Sales and Sales Force Management (3)**
This is a basic course dealing with the fundamentals of integrity based personal selling. Areas studied include understanding the sales industry and potential occupations; and the sales process including prospecting/qualifying, pre-approach/approach, sales presentation, sales resistance, closing and follow-up after the sale. Other areas include proper communication, customer relationships, buyer behavior and sales force management. Prerequisites: BS-MG 352 or permission of instructor. Offered alternate years fall.

**BS-MG 367 Ecommerce and Social Media (3)**
Through this course, students will explore principles of successful marketing in the virtual world. The student will investigate the economic role of ecommerce and its effect on consumers and business.

**BS-MG 368 Operations Management (3)**
This course provides students with the principles of operations management in manufacturing and service industries. Through the use of case study analysis, students will learn the systematic planning process of how inputs get turning into goods and services. Students will be exposed to the following topics: process analysis, forecasting, materials planning and management, quality and productivity, purchasing, inventory, technology and project scheduling. (Online Only)

**BS-MG 369 Compensation Management (3)**
This course will familiarize the student with the essential issues related to how an organization strategically manages its compensation and benefit system. Topics will include bases for pay, compensation system design, pay equity, legal issues, and challenges related to the contemporary market. The student will have the opportunity to evaluate the design, development, and implementation of compensation strategies to determine if these approaches result in increased organizational efficiency and effectiveness.

**BS-MG 371 Introduction to Entrepreneurship (3)**
This course is designed to provide an understanding of the administrative problems of small business through the study of organization, planning, communications, and control. (Offered even years fall)

**BS-MG 372 International Business (3)**
This course will introduce the student to international business and the economics and politics of international trade and investment, the functions and form of the global monetary system, the strategies and structures of international business, and how to cope with cultural differences as a manager. The course may include an opportunity to visit a foreign country to observe first hand international differences. Prerequisite: permission of instructor.

**BS-MG 450 Studies in Christian Management (3)**
Capstone for the management/organizational leadership major. The student will have the opportunity to read a variety of contemporary authors writing on effective management and
leadership, participate as part of a study team, and prepare and present his/her own philosophy of management and leadership. (Offered on demand).

**BS-MG 451 Strategic Management (3)**
This is the final capstone course including Accounting, Management, Entrepreneurship, Risk Management, and Organizational Leadership. A case method approach is used involving topics such as strategic planning, policy and ethics, among others. Group work, class presentation, discussion and participation are expected. This course is designed to be taken after the student has completed the business core. Prerequisite: Junior or Senior level standing. (Offered spring)

**BS-MG 455 Money Management (1)**
This course is a unique course, presented in an intensive series of workshops. Designed specifically for married or soon-to-be-married students, the course introduces the student to the distinctive budgetary issues involved with managing a home and family. Students will develop a financial plan and perspective based on Biblical principles of resource management.

**BUSINESS: RISK MANAGEMENT/INSURANCE**

**BS-RM 205 Principles of Insurance and Risk Management (3)**
An introduction to the concept of risk, the process of risk management, the concept and business of insurance, including fundamental doctrines, social value, loss exposures and protection, insurance regulation, insurance carriers, reinsurance, marketing, underwriting and claims adjusting. This course aligns with the curriculum found in AINS 21 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to an AINS professional designation. Course Fee attached. (Offered spring)

**BS-RM 305 Personal Insurance (3)**
This course is an introduction to personal insurance topics including property and liability loss exposures, life and health loss exposures, and personal risk management. Other topics include personal auto and homeowners, personal property and casualty contracts, and an introduction to financial planning. This course aligns with the curriculum found in AINS 22 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to an AINS professional designation. Prerequisites: BS-RM 205. (Offered fall)

**BS-RM 306 Commercial Insurance and Risk Management (3)**
This course covers policy provisions and concepts common to various commercial multiple-line property and casualty contracts. This course aligns with the curriculum found in AINS 23 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to an AINS professional designation. Prerequisite: BS-RM 205 and BS-RM 305. (Offered spring)

**BS-RM 312 Commercial Underwriting Principles (3)**
The course will develop a solid understanding and effectively apply fundamental commercial underwriting principles to commercial property and liability exposures. The principles covered will enhance technical knowledge of underwriting in commercial organization and regulatory systems. The student will also further understanding in financial statements and insurance products while strengthen communication and negotiation abilities in the field. This course aligns with the curriculum found in AU 60 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306 (Offered alternate years.)

**BS-RM 343 Claim Handling Principles and Practices (3)**
The course will construct a solid foundation in the application of effective good-faith claim investigation techniques. The practices in the claim handling process will equip the student to document claims, communicate effectively, and deal with fraud. There is a continued development in communication and negotiation skills. This course aligns with the curriculum found in AIC 30 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306 (Offered alternate years.)

**BS-RM 358 Risk Management Principles and Practices (3)**
This course will develop the technical knowledge needed to design a risk management program for hazard, operational, financial and strategic risks. The student will demonstrate an ability to identify, analyze, and treat risks by utilizing proven risk management and statistical analysis techniques. As the course progresses, students will make smarter financial decisions through the application of cash flow analysis to hazard and financial risks. This course aligns with the curriculum found in ARM 54 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306 (Offered alternate years.)

**BS-RM 360 Foundations of Risk Management and Insurance (3)**
The goals of Foundations of Risk Management and Insurance (CPCU 500 Institutes designation) are to enable the student to understand and apply basic concepts of risk management and insurance, to comprehend insurance within the larger context of risk management, to learn a systematic approach for analyzing property-liability insurance policies, and to understand the role of big data analytics in insurance and risk management. Each assignment of the textbook supports one or more of those goals.

**BS-RM 380 Reinsurance Principles and Practices (3)**
The course will develop an understanding of reinsurance types and common reinsurance treaty clauses. The practices taught will prepare students in different types of reinsurance and reinsurance programs to create quota share treaties, surplus share treaties, loss treaties (in property and casualty), and other reinsurance catastrophes. As students develop knowledge of reinsurance audits and regulations, they will apply loss reserve methods to calculate policies and reinsurance contracts. This course aligns with the curriculum found in ARE 144 offered by The Institutes of Malvern, PA. At the end of the course, the student will be given the opportunity to take a national qualifying exam that may lead to a professional designation. Prerequisites: BS-RM 205, BS-RM 305, BS-RM 306, BS-RM 358, BS-RM 312, BS-RM 343 (Offered alternate years.)

**COMMUNICATIONS: APPLIED DEPARTMENTAL STUDIES**

**CO-AP 391 Readings in Communication (2-4)**
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in communication (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

**CO-AP 393 Junior Project (Communication) (2)**
This independent study course prepares the student for their Senior Project. Specific elements of the course will be decided upon with a project facilitator and articulated in a learner contract.

**CO-AP 395 Practicum [Communication] (3)**
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**CO-AP 493 Research Project (2-4)**
This independent study course culminates in the completion of a research project. The specific elements of the project will be decided upon with
a project facilitator and articulated in a learner contract.

**CO-AP 495 Internship (2) [Communication]**
This independent study is designed to provide the student with the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**CO-AP 498 Thesis (3) [Communication]**
The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesis information and data related to a hypothesis or research question.

**CO-AP 499 Portfolio [Capstone] (3)**
This course is a seminar in which students will create a portfolio that represents their professional identity. The word "portfolio" is meant in the large sense of a comprehensive demonstration of career and professional artifacts. This is in contrast to a more narrowly focused resume or website. Through a series of short exercises and assignments, students will assemble a body of expertise and artifacts that make up an effective professional portfolio.

**COMMUNICATIONS**

**CO-CO 114 Oral Interpretation (2)**
This course incorporates critical reading, written analysis and performance of literary texts (poetry, prose and drama). Emphasis is placed on the ability to interpret the meaning of manuscripts and convey that meaning to the target audience.

**CO-CO 216 Digital Publishing and Production (3) [First Four Semesters]**
**CO-CO 416 Digital Publishing and Production (3) [Remaining Semesters]**
This course introduces the student to the fundamentals of graphic design and production skills associated with digital production. The student will have the opportunity to develop design strategies with an emphasis on the editing process. This course can be repeated.

**CO-CO 211 Principles of Speech (3)**
A study of the principles of the major types of speeches. Includes a variety of practical experience ranging from impromptu to formal. Ministry students will be asked to deliver a sermon. Emphasis is placed on speech preparation for delivery.

**CO-CO 220 Film Studies (4)**
This course will give students the opportunity to explore the relationship between film and audience by understanding why people respond as they do to films. Film Studies will cover a wide range of concepts, theories, and ideas about the study of film — various "language systems" and the gamut of techniques used by filmmakers in conveying meaning. By referring to a wide range of films, students will have the opportunity to study how film culturally, politically, and spiritually impacts society. Course Fee attached.

**CO-CO 221 Introduction to Mass Media (3)**
An introductory course designed to familiarize the student with the role of media within modern society. Particular attention is given to the uses, roles, and impact of print and electronic media.

**CO-CO 311 Advanced Professional Communication (3)**
This course includes in-depth discussion of current communication topics including workplace diversity, technology, correspondence applications, proposals, business plans, visual aids, teamwork, interpersonal communications, listening, nonverbal messages, presentation skills and employment communication. Positive, neutral, goodwill, negative and persuasive letters will be prepared. Prerequisites: EN-CP 103, EN-CP 104.

**CO-CO 312 Interpersonal Communications (3)**
This course is an oral communications course designed to acquaint students with the basic concept of human communication, as well as the more specialized skills needed in developing and maintaining interpersonal relationships. Self-concept, self-disclosure, perception and relationship development are the major units covered, along with special attention given to communication on the job, in the classroom and with one's peers. Offered alternate years. Course Fee attached.

**CO-CO 320 Cross Cultural Communication (3)**
The course is designed to examine the principles and processes of communicating from one culture to another. Through this course the student will have the opportunity to investigate domestic and international aspects of cross-cultural communication including how culture shapes values, beliefs, worldviews and behaviors. The student will also discover how these same issues impact interpersonal and mass communication. Other topics will include investigation relative to the dynamics of both verbal and nonverbal communication; barriers to communication; ethnic, racial, and other identity movements; cross-cultural immersion; cross-cultural adaptation; and cross-cultural conflict and negotiation. Furthermore, students will have opportunity to discuss strategies for practical application that will address these issues and integrate Christian values.

**CO-CO 323 Media Production I (3)**
This course is designed to introduce the student to the principles of video and broadcasting techniques and technologies. The use of video editing and motion graphics will be explored, with students learning to use Adobe Premiere Pro. Production techniques related to broadcasting will also be explored. Students will learn the operation of basic broadcasting equipment and develop broadcasting skills through the completion of several hands-on projects.

**CO-CO 340 Public Relations (3)**
This course is designed to equip the student with the tools needed to develop proficiency related to managing an organization's reputation and influencing public opinion. Specific attention will be given to the practical application of writing and media usage related to public relations.

**CO-CO 412 Persuasion/Argumentation [WI] (3)**
This course will concentrate on the advanced learning of mechanics and developing ideas of the speaker. Emphasis will be on the development and delivery of persuasive and argumentative speeches. Prerequisite: CO-CO 211. (Offered alternate years)

**CO-CO 423 Media Production II (3)**
Building on the techniques presented in media productions I, the student will enhance specific skills related to broadcasting. The student is required to develop an idea and take it through the production process (i.e., planning, preproduction, storyboarding, cinematography, editing, distribution, presentation, etc.). Attention will be given to aesthetic development and professional critique.

**CO-CO 428 Ethics in Media (3)**
This course offers the foundation and frameworks of media ethics. The application of basic concepts of ethics to media performance in news, advertising, and entertainment and case studies in assessing media performance.

**CO-SM 491 Senior Seminar [Communication] (1)**
This course is offered as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life.

**EDUCATION: APPLIED DEPARTMENTAL STUDIES**

**ED-AP 386 Classroom Observation/Field Experience (1-3)**
A facilitated experience exposing individuals to the educational environment. Students are required to log and reflect on exposure to educational environments and experiences in the field. Level of involvement and scope is negotiated with the local school and the department.

**ED-AP 393 Internship [Paraprofessional] (2-4)**
This independent study is designed to provide the student with the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is...
required to complete 40 hours of work for each credit hour. Course Fee attached.

**ED-AP 395 Practicum [Education] (2-4)**
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**ED-AP 491 Readings in Education (3)**
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in education not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

**ED-AP 495 Internship [Education] (2-4)**
The internship is designed to introduce the student to the environment and practices associated with the field of education. The specific aspects and requirements of the internship will be articulated with the intern advisor, though most experiences will require 40 hours of direct contact with a local school for each hour of credit. Students will be required to participate in daily school related functions and responsibilities.

**EDUCATION**

**ED-CC 100 Introduction to Education (2)**
An active study of the history and process of education: the role of teachers and how schools are run. Designed for students who want to explore education—what it is, where it has come from, where it is going—to examine motives for becoming educators. Requires actual experience in a public school classroom. Course Fee attached.

**ED-CC 110 Early Field Experience (1)**
This course requires 30 clock hours of observation and participation in a school setting. The successful completion of this one-hour course is required for all education majors. It is normally concurrent with ED-CC 100. Course Fee attached.

**ED-CC 120 Culturally Diverse Field Experience (1)**
This course requires 30 clock hours of observation and participation in a culturally and ethnically diverse school setting. The successful completion of this one-hour course is required for all education majors. Course Fee attached.

**ED-CC 265 Instructional Media & Technology (2)**
This course is designed to acquaint prospective teachers with current technology and its application to K-12 education. In class and out of class methods will be explored. A sampling of topics will include, but not be limited to presentation software, laptop/desktop computers, DVD, digital media, websites, pod and web casting, internet, Blackboard, research, wiki creation and management, online coursework, and virtual classrooms.

**ED-CC 280 Educational Psychology & Fundamentals of Learning (4)**
This course is a study of the nature and process of learning within the human brain. It will include current research from neuroscientists related to how the brain learns as well as educational learning theories and theorists. Basic principles of brain-based teaching including how the brain processes information will be examined. The course will explore the psychology of human growth and learning, memory, attention, circadian rhythms, gender differences, learning preferences, developmental issues, classroom learning environments, and developmental learning issues. Emphasis will be on how the individual can use this research to create effective instruction for students. Prerequisite: SS-PY 110.

**ED-CC 281 Principles of Teaching and Learning (3)**
This course focuses on teaching and learning fundamentals. It includes a study of the nature and process of learning within the human brain from the latest neuroscientific research related to how the brain learns as well as educational learning theory and theorists. Topics include writing an effective lesson plan, composing objectives, using Blooms Taxonomy and the domains of learning, how to prepare for differentiation techniques in the classroom, applying differentiation into classroom situations, micro teaching, classroom learning environments, setting up successful safe spaces for learning, pacing and flow in a lesson, understanding wait time and how to incorporate it into a lesson, and understanding how to evaluate students based off of student learning styles. Prerequisite: SS-PY 110.

**ED-CC 300 Exceptional & Diverse Learners (3)**
Through this course, the teacher candidate will be able to identify the characteristics and diversity of special needs students. They are often referred to as those with exceptionalities. This would include language barriers, emotional issues, social and cognitive differences.

**ED-CC 310 Educational Assessments & Statistics (3)**
An overview of the use of formal and informal assessment strategies in making decisions about learning outcomes. Additionally, a study of basic concepts and operations in descriptive and inferential statistics and their application to education. Included will be graphic representation, measures of central tendency and dispersion, probability theory, and various significant tests of relationship, association, and correlation. Prerequisite: Acceptance into the Educator Preparation Program.

**ED-CC 315 Classroom Management (2)**
Classroom Management is designed to equip students with the knowledge and skills needed for improving their instruction methods. This course will explore ways to help students develop understanding of different learning needs, provide strategies for creating classroom environments that facilitate optimal learning, utilize organizational methods that maximize instructional time, and serve as a foundation for developing a personal approach to managing a classroom. Prerequisite: Acceptance into the Educator Preparation Program and junior status or higher.

**ED-CC 400 Philosophy of Education [WI] (2)**
This course covers the historical background of education in the United States. Inherent within this study is the role of nonpublic and public education and their respective philosophical tenets. Nonpublic would include Christian education, private college preparatory institutions, and home schooling. Notable contributions from across the spectrum will be studied and discussed, as the student seeks to develop his own personal philosophy of education. Prerequisite: Junior Standing, Acceptance into the Educator Preparation Program and MT-PH 261.

**ED-CC 410 Professional Practices in Education (2)**
This course is designed to enable candidates to engage in professional practices in their prospective schools. This would include, but not be limited to, resume building, initiating a job search, review of interview techniques, research professional expectations, and understanding compensation packages. Work ethics, morals, current issues in education, and the necessity of continuing education are covered as well. Prerequisite: Acceptance into the Educator Preparation Program, Pass Level II, ED-EE 380 or ED-SE 381. Course Fee attached.

**ED-CC 450 Student Teaching (12)**
Student teaching involves the candidate performing the duties of a professional classroom instructor in an assigned school. Candidates will serve in that capacity for a minimum of 14 weeks under the supervision of the local school and a college appointee. Students will plan and teach lessons, assess students’ progress, supervise classroom activities, and participate in the overall school program. The STE seminar portion of the course will involve the candidate returning to campus for a minimum of four discussion sessions with teacher education personnel and other candidates. Prerequisite: Acceptance into the Educator Preparation Program, Pass Level II ED-EE 380 or ED-SE 381. Course Fee attached.

**EDUCATION (ELEMENTARY)**

**ED-EE 226 Children’s & Adolescent Literature (2)**
This course focuses on literature for children from preschool through adolescence, seeking to provide both an appreciation of the literature’s worth and the confidence necessary to present
the material in a classroom setting. We will read a wide variety of literature and discuss how children might respond to the stories and how to meet their specific needs.

ED-EE 340 Foundations of Literacy (3)
A study of the nature and process of reading, the research related to language acquisition and instructional methods for developing reading skills and comprehension. Emphasis is placed on the progression of reading development, including an intense study of grapheme, morpheme, and phoneme awareness. Biological, genetic, cognitive, environmental, and instructional factors that interact to influence reading development will also be discussed. Prerequisite: Acceptance into the Educator Preparation Program and ED-EE 226. Course Fee attached.

ED-EE 341 Emergent Literacy & Assessment (4)
A study of the theories and principles that guide emergent literacy instruction. Focus is on the cognitive development of the young reader and how it relates to brain-based research. Emphasis is placed on the components of reading and effective strategies for planning and implementing reading instruction. Assessment tools and remediation techniques are examined and applied. Prerequisite: Acceptance into the Educator Preparation Program and ED-EE 340. Course Fee attached.

ED-EE 343 Elementary Language Arts Methods (3)
This course is designed to acquaint the student with the language arts requirement of the Kansas State Department of Education. It will include instruction on oral and written expression in multiple areas such as narrative, expository, technical, and persuasive. Careful attention will be given to instructional strategies and the variety of means of assessment and evaluation of student progress. Students will be required to examine the impact of culture, family, and society on the development of language arts. Developmental issues will be addressed as they interface with language arts. Prerequisite: Acceptance into the Educator Preparation Program and EN-CP 105. Course Fee attached.

ED-EE 345 Elementary Mathematics Methods (3)
This course comprises the integration of math concepts, principles and applications with sound developmental pedagogy. Participants will develop skill appropriate lessons to be presented in a classroom-like setting. Assessment and evaluation procedures will be studied. Curriculums and their implementation will be investigated. Data collection, interpretation, and means of communication will be explored. Prerequisite: Acceptance into the Educator Preparation Program and NS-MA 104. Course Fee attached.

ED-EE 346 Elementary Science Methods (2)
This course is designed to introduce students to the teaching of basic science in grades K-5. It will include instruction and practice of scientific process skills in the basics of life and physical science. Integration between science disciplines will be emphasized. Students will explore methods of designing, implementing, and evaluating hands on, real life discovery experiences in science. Prerequisite: Acceptance into the Educator Preparation Program, biology and physical science courses. Course Fee attached.

ED-EE 347 Elementary Social Science Methods (2)
This course is designed to meet the standards of KSDE for teaching elementary school social science in grades K-6. Students will develop an understanding of the concepts and modes of inquiry into the social science disciplines of geography, history, economics, and politics. Students will be presented with ways to design, plan, and implement developmentally appropriate lessons in the classroom. Course work will also address issues from global, regional, and cultural perspectives. Prerequisite: Acceptance into the Educator Preparation Program SS-GE 113 and U.S. History course. Course Fee attached.

ED-EE 348 Elementary Fine Arts Methods (2)
This course covers the integration of the fine arts into the classroom. Students will be challenged to investigate the educational, communicative and aesthetic value of music, drama, and other arts. The student will learn how to promote artistic development, through the use of various artistic tools and methods. Prerequisite: Acceptance into the Educator Preparation Program, HU-AR 101 and MU-MU 105 or HU-AR 100. Course Fee attached.

ED-EE 380 Field Experience [Elementary] (1-4)
In this practicum experience, the teacher candidates participates in the life of an assigned elementary school as a member of the overall learning community. Students are required to complete the required number of volunteer hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include experiences such as teacher assistance, small group instruction, library assistance, and one-on-one tutoring. This course may be taken at an urban or international school. The distinction will be recorded on the transcript. Prerequisite: Acceptance into the Teacher Education Program and Junior Standing. Course Fee Attached.

ED-EE 442 Advanced Literacy Instruction & Assessment (3)
A study of the literacy development of the intermediate-grade child. Examines the attitudes, knowledge, and skills necessary to effectively assess and instruct children in the development of higher-level literacy skills. Emphasis is placed on formal and informal diagnosis and interpretation, planning and implementing instructional activities, and the use of technology to extend and support reading instruction. Focus is on applying diagnosis and remediation across the curriculum to diverse student populations. Prerequisite: Acceptance into the Educator Preparation Program, ED-EE 340 and ED-EE 341. Course Fee attached.

EDUCATION (PHYSICAL EDUCATION)
ED-PE 350 PreK-6 Physical Education Methods (2)
This course is designed to expose students to the pedagogy and curriculum in elementary physical education that purports a developmental approach to the successful acquisition of fundamental movement. The course offers a blend of theory and practice, as students engage in activities that are designed to teach movement within a holistic framework. Experiential activities include interdisciplinary teaching, the competition-cooperation link, body/mind challenges, multicultural, rhythmic, dance, and innovative games. Prerequisite: Acceptance into the Educator Preparation Program. Course Fee Attached.

ED-PE 351 6-12 Physical Education Methods (2)
Study of effective teaching with emphasis on teaching methods, student learning time, classroom management, and program planning. This course includes a ten hour practicum placement in a secondary education classroom. The purpose of this course is to analyze the teaching methods utilized in effective instructions and to help students understand the essential elements of teaching physical education at the secondary level. It is a hands-on, practical means of introducing the students to activities and procedures related to secondary physical education. Prerequisite: Acceptance into the Educator Preparation Program and take concurrently with ED-PE 350. Course Fee attached.

EDUCATION (SECONDARY EDUCATION)
ED-SE 381 Secondary Teaching Methods (3)
The Secondary Methods course is designed to provide a foundation for classroom methodology and development and implementation to standards-based instructional activities, lessons, and assessments. Through unit development and microteaching, students will develop a working knowledge of pedagogy and state content standards. Prerequisite: Acceptance into the Educator Preparation Program. Course Fee attached.

ED-SE 385 Field Experience [Secondary] (1-4)
In this practicum experience, the teacher candidates participates in the life of an assigned secondary school as a member of the overall learning community. Students are required to complete the required number of volunteer hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include
EDUCATION (SPECIAL EDUCATION)
Students have the option to take Special Education courses through KICA. Special approval required. Courses will be labeled SPED and will be listed on the transcript with (KICA) in the title.

ENGLISH: APPLIED DEPARTMENTAL STUDIES
EN-AP 391 Readings in English (2)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in English studies not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

EN-AP 493 Senior Research Project (2-3)
This facilitated experience provides the student the opportunity to demonstrate integration of skill and knowledge through applied research and the development of a research presentation. The topic of the research is negotiated with the faculty sponsor.

EN-AP 495 Internship [English]
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

ENGLISH (COMPOSITION)
EN-CP 090 English Essentials (2)
This course will teach students the steps in the writing process as well as strategies for academic success. Students will be shown how to write and evaluate essays in a variety of rhetorical modes first by instructor modeling, then collaboration with the instructor, and then students will write independently. Students will begin the course with paragraph writing and end the course with multi-paragraph essay in preparation for future writing courses. Students receive direct instruction in mechanics, usage; grammar; and writing style. Students are required to apply all attained skills to all writing assignments. Instruction on academic integrity and the use of Turnitin is included. This is a developmental course. Credit will not apply toward the degree, but the hours will count in the semester load. REQUIRED OF ALL STUDENTS WITH AN ACT ENGLISH SCORE <18 (OR EQUIVALENT). MINIMUM PASSING GRADE IS A “C-“. Students may receive credit for only one of the following courses: EN-CP 090, EN-CP 102, or EN-CP 120.

EN-CP 103 English Composition I (3)
Instruction and practice in personal expository essays and paragraphs, with emphasis on correct writing. Prerequisite: One of the following - Act Composite 18; ACT English 18; SAT Composite 470; SAT Writing 500; EN-CP 100 (C- or better); EN-CP 090 (C- or better) Students may receive credit for only one of the following courses: EN-CP 103, EN-CP 111, and EN-CP 121.

EN-CP 104 English Composition II (3)
Instruction in writing with emphasis on research and analytical exposition. Required for graduation. Prerequisite: EN-CP 103. Students may receive credit for only one of the following courses: EN-CP 104, EN-CP 105, EN-CP 112, and EN-CP 122.

EN-CP 111 Writing for Life (3)
Writing for Life instructs from the paragraph to essay construction. Students will write cause and effect, persuasive, and argumentative essays... Prerequisite: GS-SM 105. MINIMUM PASSING GRADE IS A “C-“. Offered online only. Students may receive credit for only one of the following courses: EN-CP 103, EN-CP 111, and EN-CP 121.

EN-CP 112 Writing for College (3)
Writing for College teaches learners advanced writing skills for mastery of college and online writing tasks. Students will write longer length cause and effect, persuasive and argumentative papers culminating in a final evaluative research project. Prerequisite: EN-CP 111. MINIMUM PASSING GRADE IS A “C-“. Offered online only. Students may receive credit for only one of the following courses: EN-CP 104, EN-CP 105, EN-CP 112, and EN-CP 122.

EN-CP 115 Literary Publication (2) [Non-Major] EN-CP 215 Literary Publication (2) [Major – First Four Semesters] EN-CP 415 Literary Publication (2) [Major – Remaining Semesters]
This course focuses on the production and publishing of different literary periodicals, magazines, and other publications. The student will be exposed to journalistic writing concerning the arts and humanities, editing literary writing for publication, and effective layout for artistic images and text. Experience is gained through the production of the College's literary and visual anthology and the College's creative writing anthology. This course can be repeated. Pre-requisite: EN-CP 103 or permission of the instructor.

EN-CP 210 Introduction to Creative Writing (3)
This course explores the creative writing process through all its stages—invention, composition, revision, and completion—with a special focus on two major literary genres: poetry and short fiction. Alternate years.

EN-CP 220 Forms of Narrative Writing (3)
Stories are powerful, and writing stories engages that power in meaningfully different ways than literary study. Building on skills developed in Creative Writing (EN-CP 210), this course is a focused examination of the process of story writing, in all its elements and through all its phases, within the application setting of a collaborative writers' workshop. The ultimate goal is to equip and train student writers further to practice the narrative craft with skill and insight. Co-requisite: EN-CP 210.

EN-CP 275 Literary Publication Editorship [First Four Semesters] EN-CP 475 Literary Publication Editorship [Remaining Semesters]
Editorship provides the advanced student with opportunities in literary production leadership. This course can be repeated. Prerequisite: Selection as an editor and permission of the instructor.

EN-CP 320 Forms of Poetic Writing (3)
Words can express truth and beauty in poetry or prose, but the role of poetry is to push beyond the limits of prose: poetry points to truth beyond ordinary expression, and poetry leads the heart into beauty beyond mere description. Building on skills developed in Creative Writing (EN-CP 210), this course is a focused examination of the process of poetry writing, in all its elements and through all its phases, within the application setting of a collaborative writers' workshop. The ultimate goal is to equip and train student writers further to practice the poetic craft with skill and insight. Prerequisite: EN-CP 210.

EN-CP 402 Advanced Grammar (3)
An in-depth study of the linguistics and grammar of the English language as spoken in the United States. Traditional, structural, and transformational analysis will be utilized to study the more complex and subtle constructions of American English. Alternate years. Prerequisites: Upper division standing or permission of the instructor.

EN-CP 408 Advanced Creative Writing & Composition (3)
An intensive exploration of a genre of subject matter. The course provides the student the opportunity to apply critical thinking and research skills with the intention of developing and authoring a unique text, prose, copy, or piece. This course is the Upper level Writing Intensive and Capstone course.

ENGLISH (LANGUAGE)
EN-LG 321 Linguistics (3)
A review of the facts and phenomena of the English language through the study of phonology, morphology, syntax, semantics, and historical linguistics. The course is about the human mind and how our minds acquire language, use language, and pass it on to later generations. This
course will look at the English language within society and will aim to enhance language awareness.

ENGLISH (LITERATURE)
EN-LT 205 Introduction to Literature [WI] (2)
An introduction to three major genres of literature (short story, poetry, and drama) through reading, viewing, discussing, and analyzing works from these genres. Study will focus on the unique elements and characteristics of each genre as illustrated through individual works.

EN-LT 217 Introduction to World Literature [WI] (3)
This course is an overview of literature’s development throughout the world since the 17th century. It will cover all genres of literature and, of course, include works from different cultures allowing the study to focus on unique elements and characteristics of the cultures represented.

EN-LT 220 Film Studies [WI] (4)
This course will give students the opportunity to explore the relationship between film and audience by understanding why people respond as they do to films. Film Studies will cover a wide range of concepts, theories, and ideas about the study of film – various “language systems” and the gamut of techniques used by filmmakers in conveying meaning. By referring to a wide range of films, students will have the opportunity to study how film culturally, politically, and spiritually impacts society. Alternate Years.

EN-LT 222 Studies in Poetry [WI] (3)
An in-depth study of different types of poetry and the characteristics of each. The course will include analysis and interpretation of the styles, techniques and forms of multiple genres. Alternate years.

EN-LT 225 Literature & Film [WI] (3)
This course explores the complex relationship between literature and film adaptations. Selected novels are analyzed in relation to film versions of the same works in order to gain an understanding of the psychological, sociological, political, philosophical, and ideological ideas within.

EN-LT 230 Introduction to Shakespeare [WI] (3)
A critical study of representative historical plays, tragedies, and comedies with emphasis on the unique characteristics of Shakespeare’s style. The course includes an analysis of individual plays and a research project. Prerequisite: Sophomore standing or permission of instructor.

EN-LT 260 Themes of Contemporary Fiction [WI] (2)
The course will provide students with the opportunity to identify common themes in contemporary literary fiction, interpret those themes through a Christian perspective, apply their knowledge of these themes to the works studied in the course, analyze the literature through a variety of methods, compose a variety of reflection and critical research papers, and appraise the themes they have studied throughout the course through discussion, a critical research paper, and reflection papers. It is recommended that students have completed College Writing & Research before enrolling in this course.

EN-LT 301 American Literature (3)
A chronological overview of the development of American literature from the founding of the country to the present. It will cover all genres of literature and include critical reading and analytical writing. Alternate years. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 302 Adolescent Literature [WI] (3)
A brief overview of the history of adolescent literature by studying the prose, poetry, and illustrations of adolescent literature. Alternate years.

EN-LT 304 British Literature I (3)
This course is a chronological survey of the development of literature in Great Britain from the Middle Ages to the Restoration and the Eighteenth Century and is designed to introduce students to English literature with its history not only of steady development and continuity but also of sudden revolution and astonishing originality. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 305 British Literature II (3)
This course is a chronological survey of the development of literature in Great Britain from the Romantic Period to the Twentieth Century and after and is designed to introduce students to English literature with its history not only of steady development and continuity but also of sudden revolution and astonishing originality. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 307 C. S. Lewis [WI] (4)
A study of representative writings of the literary scholar C. S. Lewis. Students have an opportunity to visit the UK to gain insights into Lewis’ written works and life values. Alternate years. Prerequisite: EN-CP 103, EN-CP 104 or EN-LT 105 or Permission of the Instructor.

EN-LT 308 Fantasy, Film, & Faith [WI] (2)
In contemporary culture, movies are often considered the most important way stories are communicated. Using the genre fantasy, writers, directors, and producers are able to create scenarios by creating other worlds to address important topics that need to be addressed and considered. Throughout this course, the student will create for themselves a methodology for film criticism, theological interpretation of film, and be able to narrow down the many aspects of story as it applies to fantasy films. Alternate years.

EN-LT 415 American Novel (3)
Study of the development of the American novel from the 18th to the 21st centuries and how these works reflect and react to the culture of the time period in which they were written. The analysis and interpretation will include universal themes common to multiple cultures. Prerequisite: EN-LT 205 or Permission of the Instructor.

EN-LT 417 British Novel (3)
This course is a chronological survey of the development of the novel in Great Britain. Study will focus on the unique elements and characteristics as illustrated through individual works. Texts will be read with attention both to the historical & cultural contexts and to the individual voices speaking within (or against) these social milieus. Prerequisite: EN-LT 205 or Permission of the Instructor.

GENERAL STUDIES
GS-EL 100 International Seminar (3)
An introduction to the necessary skills and resources to be a successful international student. Students interact with College personal and resources, as well as receiving an introduction to specific international jargon, idioms, literature, worldview, and philosophy.

GS-EL 101 Culture in Context (3)
Students engage western culture trips, special events, host-home visits, speaks, and other unique learning opportunities. Through these experiences, students gain insights into western history, worldview, philosophy, perspective, and lifestyle. Students will interact with document and literature that have shaped the cultural context of the College and region. Pass/Fail, non-repeatable.

GS-EL 102 Conversation Lab (1)
Designed to strengthen English comprehension and verbal skills. Discourse with English speaking students provides opportunities to enhance conversational mastery. Pass/Fail, repeatable.

GS-EL 110 Reading & Vocabulary (3)
This course is designed to move the student from basic reading comprehension toward preparedness to engage academic texts. Emphasis is placed on the ability to paraphrase and summarize, as well as explore figurative language and literary devices. Students will be placed in appropriate coursework depending on placement scores. This course is repeatable up to four times.

GS-EL 111 Writing & Grammar (3)
This course is designed to move the student from basic elements of English grammar and sentence structure to an emphasis on mastery of syntactic structures and conventions needed for effective writing of sentences, paragraphs, and essays. Students will enhance skills related to paraphrasing, summarizing, and synthesis of information along with library and internet research skills for essay writing. Students will be placed in appropriate coursework depending on placement scores. This course is repeatable, up to four times.
GS-EL 112 Speaking & Listening (3)
This course is designed to move the student from basic social and pre-academic listening and speaking skills to mastery of formal presentation techniques. Emphasis will be placed on students learning to speak with grammatically correct sentences, while increasing their knowledge of both colloquial English used in everyday conversations and more formal spoken English used in academic settings. Students will be placed in appropriate coursework depending on placement scores. This course is repeatable, up to four times.

GS-SM 104 First Year Experience (1)
The purpose of this course is to equip the students with skills related to success in college. Topics covered will include career interest, values, aptitudes, spiritual gifts, history of CCC, entry survey, liberal arts education, time management, volunteer service, study skills, money management, etc.

GS-SM 105 Essentials for College Success (3)
This course acquaints students with the technical aspects of online learning as well as expectations for college level academic work. Topics covered include computer formatting skills for written work, how to navigate the Dialog Learning Management System, utilizing MS Word, as well as Internet and Database searches for academic research. Online reading and video materials provide student knowledge of what is critical thinking and apply this learning to reflect deeper levels in their weekly assignments. An objective assessment completed in the first week and studied in depth during the third week helps students recognize life stressors, implement time management skills, and improve their outcome for college success. (Online Only)

GS-SM 399 Professional Portfolio (0-1)
Designed for the junior year, this course is designed to assist students in assessing vocational pathways, evaluating educational experiences, and preparing resources for career acquisition or graduate study. Under the direction of a mentor, the student will develop a portfolio highlighting needed competencies for employment or admission to graduate school. Course is Pass Fail

GS-SM 465 Applied Research Project (3)
The Applied Research Project is a major research effort designed to enhance knowledge in an area related to one’s work or community and provide research skills to assist in effective decision making. The adult learner completes a research project related to his/her employment environment. Statistical analysis concepts and methods assist the adult learner in identifying a topic, collecting data, and measuring results. A college faculty member monitors the progress of the independent study, and an on-site contact makes certain that the adult learner devotes at least 200 clock hours to the project. An oral report of initial project findings is given by each adult learner in this term. (Online Only)

GS-SM 499 Senior Portfolio (0)
This non-credit bearing seminar is designed to review, assess, and complete the portfolio process initiated in GS-SM 399. Students complete final assessments and submit portfolios. Course in Pass/Fail

GS-ST 100 Study Techniques (2)
Instruction and practice in college level study skills; textbook reading and marking, note taking, test taking, time management, concentration and memorization.

GS-ST 104 Career Exploration (2)
Designed to aid college students in making a career-oriented assessment of their abilities, personality needs, interested, and strengths through the process of learning, relating, exploring, and identifying. The class also concentrates on developing successful job-hunting skills and techniques, including films, panel discussion, and materials on finding job openings, applying for jobs, interviewing, and writing resumes.

GS-ST 110 Critical Thought, Literacy, & Critique (3)
The course acquaints students with logic, reason, and critical thought. Experiences designed to develop analytical reading, reasoning, and rhetorical skills serve as the primary basis through which students develop independent and critical thinking.

GS-ST 120 Pathways to Lifelong Learning (3)
Building on concepts introduced in the Essentials course, this course allows students to engage the academic experience as a journey toward fulfillment of God’s creative call on his or her life. From a student success perspective, the use of comparison and contrast, analysis, and problem-solving assignments contribute to further development of critical thinking skills as students assess their educational and vocational goals. Specifically, the course explores obstacles and ways to leverage identified resources. A final project consists of students conceptualizing their life journey (using the Fit Four) and how realizing their educational goals will create avenues for life achievement. (Online Only)

GS-ST 200 Auto Ownership and Maintenance (3)
 Designed to support the Fit Body dimension of the Fit Four outcomes, this course provides knowledge and skills for students to effectively maintain automotive vehicles. Topics include the workings of automotive systems, safety practices, tools, and evaluation of automotive providers and services. Course Fee attached.

GS-ST 210 Fundamentals of Baking (3)
Designed to support the Fit Body dimension of the Fit Four outcomes, this course provides knowledge and skills for students to independently secure, combine, and prepared numerous baked goods for personal and public consumption. This course will focus on a number of baking fundamentals and acquaint students with baking terms, tools, equipment, and methods. Course Fee attached.

HEALTHCARE (BUSINESS)

HC-BS 300 Patient Communication & Service Excellence (3)
This course emphasizes respectful communication interactions in a wide range of healthcare settings. Strategies for effectively communicating with patients of all ages, as well as abusive, depressed, or impaired patients, are illustrated through examples and various scenarios. The course helps students focus on developing self-awareness and skills. (Online Only)

HC-BS 301 Introduction to Health Information Management (3)
This course provides an introduction to the health information management field with an emphasis on the study of record keeping practices in various healthcare settings. Topics include the structure of healthcare organizations, the management of patient medical records, release of patient information, forms control and design, indexes, registers, regulatory accrediting agencies, and recent healthcare reform agendas. Additionally, legal and ethical issues applicable to health information will be discussed. (Online Only)

HC-BS 322 Recruitment and Selection in Healthcare (3)
This course presents the human resources management focus of recruitment and staffing selections in a healthcare setting. Students will be exposed to the methods and processes for this task and an appreciation for how to human resources management function plays an important strategic role for the organization. (Online Only)

HC-BS 325 Training and Development in Healthcare (3)
This course provides an introduction to training human resources in healthcare organizations. Training topics include adult learning theories, needs assessment, feedback models, evaluation, planning, and instructional design. (Online Only)

HC-BS 330 Healthcare Reimbursement (3)
This course provides an overview of the various U.S. healthcare payment systems and how they function. Topics include the foundations of insurance, emergence of HMOs and managed care, private and public reimbursement, risk management, and the role of billing and coding in reimbursement. Additionally, students will learn how various healthcare facilities such as hospitals, clinics, and outpatient centers are reimbursed for their services. (Online Only)

HC-BS 340 Healthcare Marketing Strategies (3)
This course provides students with an overview of the strategic marketing function in healthcare
organizations. Students will be exposed to the role that marketing plays in healthcare. (Online Only)

**HC-Bs 341 Marketing the Private Medical Practice (3)**
In this course, students will be exposed to the various marketing strategies employed by physicians in private practice, with an emphasis on internet and social media marketing. Topics include marketing for competitive advantage, direct marketing, web site design, and practice branding. (Online Only)

**HC-Bs 342 Principles of Business in Health (3)**
This survey course examines the principles of business operation as they apply in the healthcare setting. Topics include the business environment, starting and growing a business, management, human resource management, marketing, finance and international business. (Online Only)

**HC-Bs 361 Introduction to Medical Practice Management (3)**
This course provides an overview of all aspects of the medical practice. Topics include marketing, patient communication, customer service, specialty practices, financial management, and the roles of medical office personnel. (Online Only)

**HC-Bs 364 Ethical Issues in Healthcare (3)**
This course raises student awareness about current ethical issues in healthcare. Students will be able to enhance their own moral and ethical reasoning by analyzing and responding to case studies in healthcare management, drawn from actual ethical concerns faced by healthcare clinicians, administrators and managers. Students will engage in decision-making activities in order to apply related principles of ethics to current events in healthcare. (Online Only)

**HC-Bs 378 Principles of Managed Care (3)**
This course provides an introduction to the foundations of the managed healthcare system in the United States. Students will be exposed to the operational aspects of managed care and health insurance in the commercial sector. Different forms of managed healthcare will be presented. (Online Only)

**HC-Bs 410 U.S. Healthcare Systems (3)**
Topics covered will include history, orientation to the US Healthcare Delivery System including discussion about the organization of healthcare providers such as clinics, hospitals. Nursing homes and related healthcare facilities. Additional topics include professional roles in healthcare, healthcare planning, regulation, quality, politics, and major healthcare reform issues challenging the industry today. Students will appreciate the complexity of relationships among cost, quality and access in healthcare. (Online Only)

**HC-Bs 412 Knowledge Management in Healthcare (3)**
This course exposes students to the theories of knowledge management in corporations and organizations. Topics include knowledge repositories, communities of learning, role of librarians and information specialists, and applications of technical knowledge management. (Online Only)

**HC-Bs 415 Leadership & Change in Healthcare (3)**
This course concentrates on the development of students’ abilities to exercise leadership at the management level in healthcare organizations. The focus is to help leaders understand how best to motivate and coordinate employees and the responsibilities of leaders in leading change within an organization. Students will explore leadership theory and practice as it applies to the healthcare sector. (Online Only)

**HC-Bs 417 Healthcare Administration (3)**
This survey course introduces the healthcare administrator’s role in a healthcare system. Topics include organization, policies, ethics, finance, and structure and delivery of healthcare services. Students will be exposed to complex challenges and trends in the healthcare system today. (Online Only)

**HC-Bs 421 Statistics for Healthcare Managers (3)**
This is an introductory course in statistics applied to the healthcare setting. Course outcomes include the ability of students to analyze statistical data, understand the role of statistical theory, and determine appropriate statistical methodologies. (Online Only)

**HC-Bs 426 Financial Management in Healthcare (3)**
This course provides students with an introduction to finance in the healthcare setting and exposes students to the financial management techniques used by healthcare professionals. Topics include billing and coding/reimbursement, the legal and regulatory environment, revenue determinants, managed care finance, financial statement analysis, financial accounting, costing and financial decision-making. (Online Only)

**HC-Bs 491 Seminar in Healthcare Management (3)**
This course is an advanced seminar based on contemporary topics in health service delivery. Students will engage in case study analysis and will apply what they have learned in the program to topics such as leadership, accountable care organizations, ethics, and the changing healthcare environment in today’s global environment. Additionally, issues related to multi-health systems integration, collaborative care, physician/hospital organizations, and alternative delivery systems for the aging population are explored. Students will be required to select and research a topical issue in healthcare from a political, economic, and social perspective. The topic will be developed further in the Capstone. (Online Only)

**HC-Bs 492 Current Topics in Health Information Management (3)**
This seminar allows students to engage in topical discussion about challenges facing the healthcare industry with regard to health information management. Students will work in collaborative groups to select a current challenge in health information management and will make a presentation that provides recommendations and solutions for the challenge. (Online Only)

**HC-Bs 495 Health Information Management (HIM) Internship (3)**
The HIM internship component of the degree program provides an opportunity for students to synthesize what has been learned in the coursework taken in this degree program with the objective of transitioning from a student to a professional in the HIM field. Students are expected to implement the project proposals created in the capstone course in a professional setting. Requirements for the course include a 75-hour minimum professional practice experience and a project paper detailing the implementation of the project. (Online Only)

**HEALTHCARE (COMPUTER)**

**HC-CP 310 Health and Clinical Data Management (3)**
In this course, students will use medical practice software and apply clinical knowledge to support data management functions in a healthcare organization such as coding for reimbursement, practice analysis, and assessing clinical outcomes. (Online Only)

**HC-CP 312 Health Information Systems Design & Analysis (3)**
This course provides students with a practical understanding of information systems within healthcare organizations. Topics include the design, development, implementation and evaluation of information systems, privacy and security, decision-making approaches, and web-based access to health information. (Online Only)

**HC-CP 405 Privacy and Security of Healthcare Data (3)**
In this course, students are exposed to the concepts of privacy, security, confidentiality, ethics, and regulations pertaining to the use of health information. Topics include legal and ethical environment of protecting healthcare data, HIPAA privacy standards, and health information disclosure. (Online Only)

**HEALTHCARE (PUBLIC HEALTH)**

**HC-PH 101 Introduction to Public Health (3)**
Introduction to Public Health offers a thorough, accessible overview of the expanding field of public health for students new to its concepts and factors. This course provides students with informative discussions of the current technical issues and practical obstacles facing public health practitioners and policymakers alike. Topics covered will be approaches to research and data
collection, current best practices in the field, and the social and ethical challenges of devising public policy. This course provides a practical framework for understanding the array of forces and organizations of current public health enterprise.

HC-PH 301 Epidemiology in Public Health (3)
Epidemiology is the study of the distribution and determinants of diseases, health conditions, or events among populations and the application of that study to control health problems. Application of the concepts learned in this course to current public health problems and issues, this course will help students understand the practice of epidemiology within the context of real life.

HC-PH 201 Essentials of Public Health Communication (3)
This course introduces concepts and examples that will equip students to enter a local health department, contribute to health communication research, materials design, program management, community organization or government agency, and patient counseling, and media relations. This course is devoted to the effectiveness in health communication and informatics suggested by the Association of Schools of Public Health.

HC-PH 310 Environmental Health (3)
Emphasis on environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in our environment. Environment and people relationship is a major component in how it affects their physical well-being and what they can do to influence the quality of the environment and to enhance the protection of their health.

HC-PH 401 Health Promotion Programs (3)
This course will focus on students and professionals interested in planning, implementing, and evaluating programs that promote health equity. Health Promotion Programs introduces the theory of health promotion and presents an overview of current best practices from a variety of settings including workplace, health care organizations, community, and schools.

HEALTHCARE (PHARMACY MANAGEMENT)
HC-PM 201 Introduction to Pharmacy Practice Management (3)
Students will learn the principles applicable to all aspects of pharmacy practice, from managing money to managing personal stress. Covering everything from operations management and purchasing to Medicare Part D, this course will introduce the student to the intricacies of pharmacy management and topics across all practice settings.

HC-PM 301 Financial Management of the Pharmacy Practice (3)
This introductory course covers the basics of accounting and financial management and demonstrates the application of these principles to pharmacy practice. Areas of thought include, basics of finance and financial analysis pricing goods and services; personal financial management; the guiding principles of accounting; budgeting and inventory management; financial statements, from detailed transactions to summary reports.

HC-PM 401 Contemporary Topics in Pharmacy Practice (3)
This course will discuss the many factors impinging on daily practice and the place of pharmacy in the delivery of health care. This course will go beyond an assessment of considering how pharmacy is practiced but dives deep into a diverse range of disciplines, including psychology, sociology, social policy, history, anthropology, and health economics.

HUMANITIES (ART)
HU-AP 350 Applied Humanitites: Art (2)
This course focuses on an area of humanities (art, music, theatre, language) within the context of a specific locale. Trip destinations are decided by the faculty from year to year, and may incur different travel costs.

HU-AR 100 Perceiving the Arts: An Introduction to the Humanities (3)
This course introduces the student to the major forms of creative expression (i.e. painting, literature, theatre, music, dance, architecture, film, photography, etc.). The student is provided an opportunity to understand the formal aspects of each artistic medium, while at the same time investigating the historical and cultural influences related to each medium. The course will challenge the student to elevate creative expression as an aspect of the human experience.

HU-AR 101 Art Appreciation (3)
A survey course covering art history, art techniques, the various visual art forms and functions. It is designed to develop an understanding of and appreciation for human artistic endeavors. A general humanities course for all students as well as art majors.

HU-AR 103 Drawing I (2)
This is a beginning drawing course emphasizing basic drawing principles and skills. Drawing media include pencil, pen & ink, charcoal, colored pencil and pastel. Course Fee attached.

HU-AR 104 Drawing II (2)
This is an advanced drawing class. Using still life and nature, it will emphasize individual development and experimentation in a variety of drawing media. Prerequisite: Instructor’s permission and HU-AR 103. Course Fee attached.

HU-AR 105 Painting I-Acrylics (2)
This is an introductory course introducing acrylics with studies in color and composition. Students will produce a number of original pieces including, but not limited to, landscapes, portraits and wildlife subjects. Course Fee attached.

HU-AR 106 Painting I-Oils (2)
This is an introductory course introducing oils with studies in color and composition. Students will produce a number of original pieces including, but not limited to, landscapes, portraits and wildlife subjects. Course Fee attached.

HU-AR 120 Fundamentals of Design (3)
This is an introduction to design course for artists and graphics students focusing on the influence of design and its usability resulting in better design decision with increased appeal and communication. Course Fee attached.

HU-AR 130 Fundamentals of Ceramics (3)
This course is intended as a foundation for more specialized learning in the future. The student will develop and demonstrate skills in several methods of clay construction including slab building, coil building, the potter’s wheel, glaze application, and firing the kilns to produce artworks to be included in the student’s portfolio. Class supply fees apply.

HU-AR 203 Electronic Digital Imaging (2)
This course is an introduction to basic digital imaging using industry standard editing software such as Adobe Photoshop®. Topics include navigation of the interface, the tools, using layers, adjustment layers, layer styles, filters, creating and manipulating selections, masking principles, cropping, image size and resolution, and image compositing of raster images. Course Fee attached.

HU-AR 205 Painting II-Acrylics (2)
Building on the skills developed in level I, this course is focused on the continued development of the use of acrylics. It focuses on individualized student projects. Prerequisite: Permission of the instructor and HU-AR 105. Course Fee attached.

HU-AR 206 Painting II-Oils (2)
Building on the skills developed in level I, this course is focused on the continued development of the use of oils. It focuses on individualized student projects. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 207 Color Theory (2)
Students will gain exposure to the concepts associated with color development, expression, perception, and application. Additive and subtractive colors are explored in relation to composition, harmony and contrast. Course Fee attached.

HU-AR 208 Portraiture (2)
This course will introduce the student to the concepts associated with the painting of the
human form, through the use of self-portraiture. Study of the human form and structure is stressed, as well as the use of painting techniques associated with portraiture. Course Fee attached.

HU-AR 209 Introduction to Photography (2)
Designed as an introductory course exposing students to the fundamentals of photography. Specific attention will be given to the techniques associated with the capture, manipulation, and display of digitized photographic images. Portfolio development is required. Does not include darkroom studies. Applied courses will be designated with as Photography: "location". Prerequisite: Digital camera required. Course Fee attached.

HU-AR 212 Electronic Illustration (2)
This course is an introduction to executing vector-based illustrations using industry standard editing software such as Adobe Illustrator®. Topics include navigation of the interface, the tools, drawing and manipulating basic objects, creating and manipulating type, drawing with the pen tool, applying color, using layers and transformation and pathfinder techniques. Course Fee attached.

HU-AR 213 Electronic Publishing (2)
This course in an introduction to page layout software using industry standard edition software such as Adobe InDesign®. Topics include: page set-up, the use of text boxes, manipulation of text using basic typographic etiquette, and the use of picture boxes in a variety of print documents. Course Fee attached.

HU-AR 220 Stained Glass (3)
Create beautiful stained glass projects while gaining experience from the basics of safety; designing; cutting; soldering and assembly ending with professional display. Construction covers flat and open designs as well as three dimensional works of art. Course Fee attached.

HU-AR 301 Art for Illustration (2)
Designed to introduce the student to the basic elements of illustration. The student will be challenged to refine their ability to use art as a narrative tool. The course will assist the student through the development of conceptual ideas, sketches, storyboards, and final pieces. Course Fee attached.

HU-AR 303 Intermediate Drawing (2)
Building on techniques gained through Drawing I and II, the student is now encourage to experiment with different artistic strategies related to process, content, and theme. Designed as an independent study, course outcomes and objectives will be agreed upon with the course mentor. Prerequisite: Permission of the instructor, HU-AR 103, 104. Course Fee attached.

HU-AR 304 Photoshop for Artists (2)
Class features Photoshop usage specifically tailored to meet the needs of the art world. Focusing on color harmony, artistic editing, multiple layered effects, typography usage, and best printing practices for commercial applications. Course Fee attached.

HU-AR 305 Intermediate Acrylics (2)
Advanced studies and techniques in acrylics. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 306 Intermediate Oils (2)
Advanced studies and techniques in oils. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 308 Murals (2-4)
Designed as an upper-level experience, this course will familiarize the student with the elements of mural painting. The student will be required to work with a team of artists on a commissioned or articulated project for display. Course Fee attached.

HU-AR 309 Intermediate Photography (2)
This course is designed to build on the skills introduced in the introductory course, with expanded learning concerning the use of digital photography. Portfolio development is required. Applied courses will be designated with as Photography: "location". Prerequisite: Digital camera required. Course Fee attached.

HU-AR 320 Stained & Leaded Glass
The stained Glass & Lead course uses the skills learned in the basic class the opportunity to advance to other methods in working with stained glass. The student can expect to gain an understanding of building more complex window units, design, safety, tools, equipment and assembly of pieced glass panels. Creating assembled designs in glass is expected. Class supply fees apply.

HU-AR 330 Studio Ceramics (3)
The Studio Ceramics course will prepare students for self-directed advanced studio work requiring them to apply the skills acquired in the Fundamentals of Ceramics course. The student will manage operations of a working clay studio. They will develop glaze bases, test formulas, and produce a series of color samples. Students will be expected to design original art works, replicate cultural styles, and construct items in a series. Prerequisite: HU-AR- 130 Fundamentals of Ceramics. Course Fee attached.

HU-AR 355 Art and Architecture (2)
This course is a field-based exploration course normally associated with a cross-cultural trip. The student will be introduced to classical and modern forms of architecture and art within a historical and cultural context. Specific forms will include sculpture, precious metals, paintings, architecture, as well as pieces by local artisans. The student will be required to develop a picture portfolio. Prerequisite: Digital Camera and additional memory cards. Course Fee attached.

HU-AR 391 Readings in Art (2-4)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in Art (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation. Course Fee attached.

HU-AR 395 Practicum [Art] (2-4)
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour. Course Fee attached.

HU-AR 403 Advanced Drawing (2)
Exploration into differing artistic approaches in drawing are balanced with the development of technical skill. The student will be challenged to use drawing as a vehicle for personal expression through abstract, figurative, and objective pieces. Designed as an independent study, course outcomes and objectives will be agreed upon with the course mentor. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 405 Advanced Acrylics (2)
Advanced studies and techniques in acrylics. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 406 Advanced Oils (2)
Advanced studies and techniques in oils. Designed largely as an independent study, the student will work with the program director in the production of original works or special projects. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 491 Senior Seminar [Art] (2-4)
Designed to provide opportunities for portfolio development and on-the-job experience in art-related fields, this independent study course would allow the student to propose a special project or practical experience. For each hour of credit, the student will need to complete 40 hours of real-time experience. In addition all interns are required to maintain a journal recording time, duties, and activities. Visual documentation of the work produced and/or development of a personal portfolio is required. Prerequisite: Permission of the instructor. Course Fee attached.

HU-AR 493 Research Project [Art] (2)
This independent study is designed to challenge
the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty advisor. Course Fee attached.

**HUMANITIES (FOREIGN LANGUAGE)**

**HU-AR 495 Internship [Art] (2-4)**
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour. Course Fee attached.

**HU-AR 498 Thesis [Art] (2-4)**
The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesis information and data related to a hypothesis or research question. Course Fee attached.

**HUMANITIES (THEATRE)**

**HU-TH 101 Theatre Performance (1) [Non Majors]**

**HU-TH 201 Theatre Performance (1)**
[Major/Minor: First four semesters]

**HU-TH 401 Theatre Performance (1)**
[Major/Minor: Remaining semesters]

A course that allows students the opportunity to use their talents on stage while continuing to learn and grow as artists. Each student should gain confidence in their speaking abilities, as well as develop and improve on acting style and techniques, gaining a better understanding of the process needed to develop a production from beginning to end. Prerequisite: instructor’s permission. This course can be repeated in the fall, winter, and spring semesters.

**HU-TH 105 Theatre Production: Blocking & Choreography (2)**

**HU-TH 205 Theatre Production: Makeup & Costumes (2)**

**HU-TH 305 Theatre Production: Design & Effects (2)**

**HU-TH 405 Theatre Production: Stage & Technical Management (2)**

This course is centered on the production of a Broadway musical/operetta. Students will learn firsthand all of the necessary theatre skills: singing, acting, character development, staging, choreography, set construction, painting, costume construction, makeup, lighting, and public relations. This course can be repeated in the fall and spring semester.

**HU-TH 107 Acting I (3)**
Practical introduction to the art and technique of acting, including contemporary studies in character development.

**HU-TH 112 Introduction to Theatre (3)**
This course increases awareness and appreciation of the arts involved in theatrical entertainments. The student will be exposed to a wide variety of productions, both live and recorded, which will help in becoming familiar with the various styles, genres, and traditions to be found in both historical and contemporary dramatic practice. The student will also be introduced to the functions of the different artists and craftspeople involved in dramatic productions. Required for theatre emphasis.

**HU-TH 204 Stage Movement (2, 3)**
This course is designed to introduce students to the use of the body as a tool of the stage. Special focus will be placed on elements such as dance, mime, stage fighting, as well as other theatrical elements. The student can expect to gain spatial awareness and attentiveness to physiological movement and expression. Alternate years. Course Fee attached.

**HU-TH 207 Acting II (3)**
Advanced studies in the techniques of acting, concentrating on scenes from realistic plays as a device for the development of techniques of voice and body for acting. Prerequisite: HU-TH 107 or instructor’s permission.

**HU-TH 210 Stagecraft I (2)**
Introduction to backstage crafts, including set construction, lighting, and make-up and costume design.

**HU-TH 310 Stagecraft II (1-2)**
A continuation of the study of backstage crafts with specific projects in one of the production disciplines such as lighting, sound, decor or construction. Prerequisite: HU-TH 210

**HU-TH 325 Religious Drama (2)**
A study of the development of church drama and a consideration of its place in the church today. Special problems of material, costuming and properties are discussed. Recommended for ministry majors. Prerequisite: sophomore standing or above. (Directed study.)

**HU-TH 333 Theatrical Design (3)**
Design project in one of the following areas of theatre: scenery, costumes or lighting. Works directly under the supervision of the theatre director in the development of the project. (Directed study.)
The course is designed as an overview to the principles of stage directing. The student will become familiar with methods associated with script analysis, production management, stage instruction, auditions and casting, as well as other issues. Student may be required to stage a feature production in fulfillment of the course requirements. Prerequisite: Permission of the Instructor. (Directed study.)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in theatre (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation. Prerequisite: MT-WV 101 and Junior Standing or Departmental Approval.

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

Advanced studies and practice in the techniques of acting, exploring all genres and acting methods. Prerequisites: HU-TH 207 or instructor’s permission. (Directed study.)

This course will concentrate on the student reading plays from all periods of history and the compilation of a notebook of vital information concerning the plays. This informational notebook will be of value for the serious dramatist as he/she enters a career in theatre. (Directed study.)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

The course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in ministry, theology or biblical studies (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation. Prerequisite: MT-WV 101 and Junior Standing or Departmental Approval.

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour. The student will review and analyze the practicum experience and personal performance in a final paper. There is a $35 fee associated with this course to cover the cost of a background check. Prerequisite: MT-WV 101 and Junior Standing or Departmental Approval.

This independent study is designed to provide the student with on the job training under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour and produce a final analysis and critique of the experience. There is a $35 fee associated with this course to cover the cost of a background check. Prerequisite: Junior Standing or Departmental Approval.

This course is designed to help the student identify the diversity of cultures and worldviews in today’s society, develop an ability to assess the cultural systems and acquire an ability to respond to different cultures from a theistic perspective.

This course focuses on gaining an understanding of the philosophy, theology and principles of the main world religions. The student will be directed to do study in comparison and contrast and to use critical thinking in grasping the basic position of each religion. A biblical Worldview will be discussed in relationship to the view expressed by each world religion.

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.

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.

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.

A thorough study of the first book of the Bible, this course emphasizes the narrative as normative for faith and teaching. Both the historical background and the theological principles (such as creation, the origin of human sin, covenant) are considered and demonstrated to be foundational for the Christian’s worldview. Prerequisite: Any MT-WV course

The Gospel of Mark is an inductive study of the second gospel in its first century setting. Special attention is given to the inductive method of study with its values for the student. Prerequisite: Any MT-WV course

This course is designed to explore the Gospel of Luke and discover its unique features as a record of the life of Christ. An inductive approach will be
used with student participation in a group. Prerequisite: Any MT-WV course

**MT-BI 208 Acts (3)**
This course is an inductive study into the early apostolic history of the church, with special attention given to the operation of the Holy Spirit in the lives of early leaders. Prerequisite: Any MT-WV course

**MT-BI 209 Pauline Epistles (3)**
This study of the New Testament letters written by the apostle Paul emphasizes analysis and application of the teachings and theological themes represented in the biblical text. Prerequisite: Any MT-WV course

**MT-BI 210 General Epistles (3)**
A study of letters written by James, Peter, John, Jude, and the book of Hebrews. Prerequisite: Any MT-WV course

**MT-BI 211 Gospel of Matthew (3)**
This course is designed to explore the Gospel of Matthew and discover its unique features as a record of the life of Christ. Prerequisite: Any MT-WV course

**MT-BI 301 Hermeneutics: IBS (3)**
In this class the student will be introduced to the technical language and the hermeneutical tools needed for doing exegetical work. The course will introduce various methods by which Scripture has been approached and interpreted in the life of the Church. Students will be challenged to think carefully and critically about their own method(s). This course is intended to help the student in “rightly dividing the Word of truth” for teaching and preaching. Students should expect to analyze book structure and interpret key passages. Prerequisite: Any MT-WV course

**MT-BI 302 Biblical Interpretation for Ministry: from Hermeneutics to Homiletics (3)**
This class is designed to help the student develop an interpretive method that allows for accurate transfer of biblical meaning into an appropriate presentation format. The student will analyze several classic homiletic models, create sermons ideas, and teach sessions out of biblical passages using these methods. Prerequisite: MT-BI 301.

**MT- BI 303 Johannine Literature (3)**
Johannine Literature is an analytical study of the fourth gospel and the Letters of John. Attention is given to John’s understanding of who Christ is and the implications of that understanding for the Christian life. Students will practice the inductive method of biblical study. Prerequisite: Any MT-WV course and MT-BI 301.

**MT-BI 304 Wisdom Literature & Psalms (3)**
The four wisdom books (Proverbs, Job, Ecclesiastes, Song of Solomon) and the Psalter are studied with attention given to cultural background, literary forms, and hermeneutic framework. The student will critique various interpretations of key passages. Prerequisite: Any MT-WV course, MT-BI 301 and Junior Standing or Departmental Approval.

**MT-BI 305 Old Testament Prophets (3)**
A study of the five major prophetic books and the twelve minor prophetic books. Studies of each book include its background and content, as well as exegesis. Students will defend personal interpretations of key passages. Prerequisite: Any MT-WV course, MT-BI 301 and Junior Standing or Departmental Approval.

**MT-BI 306 Romans (3)**
The study of this epistle emphasizes analysis and application of the teachings and theological themes presented in the biblical text. The student is encouraged to interpret theologically as well as devotionally through word studies, topical and historical analysis, and open class discussion. Prerequisite: Any MT-WV course, MT-BI 301 and Junior Standing or Departmental Approval.

**MT BI 310 Cultural & Geo-Historical Settings of the Bible (4)**
This course is a field-based exploration concerning the historical and current geography and culture of a particular period in biblical history. The particular location will be determined by the trip sponsors and may change from year to year. Students are required to complete an in-depth analysis of the geographical settings and historical contexts in which biblical history took place. The student will also be required to explore the geography and cultural aspects that have been affected by contemporary history. Transcript will detail the specific location. This course can be repeated for differing locations. Prerequisite: Any MT-WV course, MT-BI 301 and Junior Standing or Departmental Approval.

**MT-BI 415 Exegesis (3)**
This directed study requires a student to choose a specific book of the New Testament or Septuagint to study in-depth in the original Greek. The student will analyze content and language specific to the book to further hone his or her inductive study methods and will produce an original interpretation. Coursework will be outlined in a study plan formulated by the student and sponsoring professor. Prerequisite: MT-BI 301, Junior Standing or Departmental Approval.

**MINISTRY AND THEOLOGY (MINISTRY)**

**MT-MN 130 Free Methodist History & Polity (or Denominational History) (2)**
This directed study of the history, organization, mission, and doctrines of the Free Methodist Church (or another chosen denomination) allows the student to examine a selected denomination, assumable with the eventual intended outcome of determining “fit” for a life of ministry within the denomination. (This is the preliminary courses of study for membership in a Free Methodist conference.)

**MT-MN 220 Introduction to Christian Education (3)**
This is a study of the principles and practices of the teaching and the educational ministry within the local church. Principles of church growth are evaluated in relationship to the educational ministry.

**MT-MN 221 Organization in the Church (3)**
This course exists to provide a philosophical foundation for both church administration and lay ministry, as well as offering practical methods for helping the local church become a place where volunteers can effectively minister.

**MT-MN 222 Youth Ministry I (3)**
This course emphasizes biblical and theological principles that serve as essential ingredients for a solid foundation in youth ministry. The student will research personal experience in youth ministry. Course Fee attached.

**MT-MN 236 Children’s Ministry I (3)**
This course serves to give the student both an understanding of what is involved in ministering to children and to review methods and skills to carry out that ministry.

**MT-MN 251 Practicum in Missions (4)**
Students will travel to a mission and assist in some of the work of a missionary. The practicum is designed to give students experience in practical ministry and cross-cultural communication. Prerequisite: Any MT-WV course.

**MT-MN 310 Applied Homiletics (3)**
Students will apply principles of homiletics in this skill-based course to learn to present biblical ideas to a gathered congregation. The course involves the student in the theory and the practice of preaching. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

**MT-MN 311 Missions Experience (2-4)**
In this field-based experience the student will actively engage in ministry in a cross cultural context. Prior to the trip the student will be required to submit a written analysis of the context and the socio-cultural differences that exist between their culture-of-origin and the target area. This course will also involve reading and analysis of the philosophy of contextualization of the gospel message. The student team will develop and prepare all ministry activities under the supervision of the trip sponsor. The student will also keep a journal and write a reflection paper on the experience. This course can be repeated for credit. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

**MT-MN 312 Ministry Exploration (2-4)**
This course is a field-based exploration that seeks to expose the ministry student to various
avenues for ministry including traditional church models, alternative expressions of the local church andpara-church organizations. The particular location will be determined by the trip sponsors and will change from year to year. Students are required to complete an in-depth analysis of their experience and a reflection on their personal call to a particular type of ministry in response to one or more of the institutions visited. This course can be repeated for credit. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 322 Youth Ministry II (3)
This course is specifically designed to help the student analyze and compare differing models of administration of youth ministries on a local level. It deals with the practical side of doing ministry in today’s culture. Prerequisite: Any MT-WV course and MT-MN 222 or permission of the instructor. Course Fee attached.

MT-MN 327 Women in Ministry (2)
This course helps students define the biblical foundation a woman’s involvement in a variety of ministries and to define advantages and disadvantages to being a woman in ministry. Psychological and sociological issues will be explored along with each student’s strengths and abilities as they pursue their area of ministry. Prominent women in the Bible and history will be studied, a service project will be required and each student will be assigned a mentor. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 336 Children’s Ministry II (3)
This course will challenge the student to effectively apply teaching methodology, biblical exegesis, and critical thinking skills in reference to the Christian education of children. Students will evaluate different forms of curriculum and assess the educational structure in which these curricula are used. Prerequisite: Any MT-WV course, MT-MN 236 and Junior Standing or Departmental Approval.

MT-MN 341 Pastoral Care (2)
This course includes elements of theory and praxis related to pastoral ministry. It deals with issues such as one’s call and gifting, administrative tasks, visitation, understanding the sacraments and their use in worship, death and funerals. Through discussion of the text and collateral readings prepare the student to engage in both the rationale and practice of this vital area of ministry. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 350 Small Group Leadership (2)
The small group is examined as a basic unit for spiritual formation and training. Students learn theories and models of small group leadership and apply their learning in a small group experience. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 351 Church Planting (2)
The principles of planting a church are examined and students are given the opportunity to gain practical experience. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 352 Perspectives on the World Christian Movement (3)
Students research the history, persons, and methods of Christian missions in a global context. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 361 Making of a Missionary (2)
Designed to offer the student guidance in determining his or her call to be a full-time missionary. This course will provide in-depth investigations into the practical realities of missionary life. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-MN 390 Multi-Media in Worship (3)
This course introduces the student to different ways of incorporating technology and multimedia in worship. By using hands-on experience, the student will engage in programs, interviews, and software that will facilitate the gathered worship experience in real life contexts. This course is also designed to not only enable the student to better utilize media in worship, but also to equip them with a heart and mind that can engage the deeper issues behind the frenzy of media in worship. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MINISTRY AND THEOLOGY

PHILOSOPHY/HISTORY

MT-HI 200 Survey of Church History (3)
This is a survey of the history of the Christian movement from New Testament times to modern times, focusing on key movements, critical issues, outstanding leaders and important turning points. The student will be expected to be able to differentiate between key beliefs in Christian orthodoxy relative to their appearance in historical context.

MT-HI 312 Cultural and Socio-Historical Settings of the Church (2-4)
This course is a field-based exploration concerning the historical and current geography and socio-cultural setting of a particular period in the development of Christian theology and/or spirituality. The particular location will be determined by the trip sponsors and will change from year to year. Students are required to complete an in-depth analysis of the particular theology/spirituality under enquiry and the mutual interaction between the history/geography of the region and the development of said theology/spirituality. This course can be repeated for credit. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-HI 313 Early Church History (3)
This course is designed to expose the student the student to the historical development of the Church, its theology and socio-cultural contact, from the earliest disciples through the Patristic era, ending 500 AD, with the Fourth Ecumenical Council and the Fall of Rome. Prerequisite: MT-HI 200.

MT-HI 314 Medieval Church History (3)
This course is designed to expose the student to the historical development of the Church, its theology and socio-cultural context from the Fall of Rome to the cusp of the Reformation, roughly 500-1400 AD. Prerequisite: MT-HI 200.

MT-HI 315 Modern Church History (3)
This course is designed to expose the student to the historical development of the Church, its theology and socio-cultural context from the Reformation to the Present, roughly 1400 – today. Prerequisite: MT-HI 200.

MT-PH 261 Introduction to Philosophy (3)
This survey of the fundamental problems of philosophy and their classification will allow the student to explain some of the basic questions of humanity. Attention is given to modern philosophers and their systems of thought. Emphasis will also be on Christian philosophy and ethics. Prerequisite: Any MT-WV course.

MT-PH 262 Foundations of Philosophical Thought (3)
This course serves to ground the student in the patterns and vocabulary of philosophical thinking. Students will learn elements of critical thinking and logic and use them to begin answering the "big" questions of philosophy like origins, destiny, human purpose, epistemology and ethics. Prerequisite: Any MT-WV course.

MINISTRY AND THEOLOGY

SEMINAR

MT-SM 291 Sophomore Seminar (1)
This course will serve as the student’s entry into the Ministry and Theology Department. As such, it will involve an overview of different paid ministry vocations that exist. It will also involve evaluations of the student’s fit for ministry and an interview with the faculty of the department in an effort to provide initial direction for students as they pursue God’s best plan for their vocation. Prerequisite: MT-WV 101.

MT-SM 380 A/B & 480 A/B Action/Reflection Seminars (4)
Co-requisite with the student’s involvement in a four-semester long internship, the Action/Reflection Seminar series seeks to provide a place to debrief on-the-job experiences and to translate academic learning into vocational practice. This seminar series will primarily use case-study methodology and discussion to engage important ministry themes and allow the student to synthesize learning. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval. Course Fee attached.
MT-SM 391 Junior Seminar (1)
The Junior Seminar exists as a mid-point evaluation for the student in Ministry and Theology programs. The student should expect to demonstrate competencies gained in biblical studies, in spiritual formation and in professional competence. Additionally, the course seeks to help the student prepare for their entry into the ministry job market by analyzing the student’s professional communications skills. Prerequisite: Any MT-WV course and Junior Standing or Departmental Approval.

MT-SM 491 Senior Seminar (1)
This seminar is required for all Ministry majors. It is a senior “capstone” course. As such, the student should expect to demonstrate mastery of biblical studies, spiritual formation and professional competencies. Additionally, the student will evaluate his/her preparedness for ministry and potential next steps into vocation. Prerequisite: Senior Standing or Departmental Approval.

MINISTRY AND THEOLOGY (THEOLOGY)

MT-TH 240 Introduction to Theology (3)
This course is designed to introduce the student to essential doctrines of God in a systematic form, placing strong emphasis on the Biblical record as normative for faith and belief. The student will analyze key doctrines of God, Trinitarian thought, and will differentiate between traditional orthodoxy and heterodoxy.

MT-TH 250 Introduction to Spiritual Formation (3)
This course will help the student to develop a personal lifestyle of spiritual formation by reviewing classic practices used throughout church history. Additionally, the student will discover how to facilitate spiritual formation in new believers using traditional practices. Prerequisite: Any MT-WV course.

MT-TH 255 Introduction to Wesleyan Thought (3)
This course will introduce the student to John Wesley’s theology. It is designed to give a historical account of John Wesley and the Methodist movement. This will provide the student with a good understanding of the major theological and philosophical contributions of Wesley to the church today.

MT-TH 361 Critical Issues in Contemporary Theology [WI] (3)
A class designed to allow the student to explore contemporary theological thought. The course will challenge students to compare and contrast various theological views and encourage students to compare them to traditional theology while continuing to develop a biblical worldview. The student will construct a coherent personal theology around a controversial topic in Christianity that aligns with biblical faith and historical teaching. Prerequisite: Any MT-WV course, MT-TH 240 and Junior Standing or Departmental Approval.

MT-TH 362 Theology of Missional Leadership (3)
This basic course in ecclesiology wrestles with the question of what the church should be today. With a dazzling array of styles, traditions and philosophies, the local church market produces certain confusion to the would-be discerning Christian leader. Along with helping students to grapple with the biblical concept of church, this course will address how they, as leaders, will guide the local church into a more or less faithful representation of God’s intention for the institution we call “church.” Prerequisite: Any MT-WV course, MT-TH 240 and Junior Standing or Departmental Approval.

MT-TH 420 Theology of Worship (3)
Designed as a comprehensive exploration of worship within the context of ministry, the student will develop a systematic approach to developing a theology of worship, while also developing a practical strategy for enhancing the worship experience. Historical and contemporary trends and issues will be reviewed and critiqued. Prerequisite: MT-TH 240, Junior Standing or Departmental Approval.

MT-TH 463 Holistic Discipleship: from Evangelized to Evangelist (3)
A study designed for understanding the New Testament theological basis for the theory and practice of evangelism. This course challenges the student to develop a personal philosophy and practice of introducing the unbeliever to Christ, and to build a discipleship system that could be implemented in a church to help believers develop in Christian maturity. This advanced course in soteriological theory and practice serves to synthesize learning from other theology and praxis courses. Prerequisite: MT-TH 240, Junior Standing or Departmental Approval.

MINISTRY AND THEOLOGY (UPPER LEVEL CHRISTOLOGY)

MT-CH 400 Covenant Literature (3)
This course is designed to introduce the student to the inductive method of biblical study with the practical application of learned principles in the discovery of the meaning of the Covenant in Scripture. Through the use of personal study, lecture, and group discussion students will examine the biblical, cultural background and historical traditions of the covenant in Scripture and be guided to discover the meaning of a spiritual covenant in their own lives. Prerequisite: Any MT-WV course and Junior Standing.

MT-CH 401 Synoptic Literature (3)
The Gospels of Matthew, Mark, and Luke are studied in their first century setting, noting similarities and differences between them. Special attention is given to way in which Old Testament prophecy is used and fulfilled in the life of Jesus Christ. Prerequisite: Any MT-WV course and Junior Standing.

MT-CH 402 Apocalyptic Literature (3)
This class will focus on the study of literature that has been written concerning the “end times.” Material to be studied will include biblical literature (portions of the books of Daniel, Ezekiel, selected New Testament writings and the book of Revelation) and extra-Biblical literature, both ancient and modern. The student will be encouraged to analyze differing interpretations and compare them with the biblical text. Prerequisite: Any MT-WV course and Junior Standing.

MUSIC (APPLIED)

MU-AP 201 Applied Lessons-Voice (1-2) [first four semesters taking the course]
MU-AP 401 Applied Lessons-Voice (1-2) [fifth and proceeding semesters]

This course offers beginning to advanced instruction in working with the voice. Included is a study of the voice, tone quality, diction, and range through songs consisting of English, German, Italian, and French texts. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters. Course Fee attached.

MU-AP 202 Applied Lessons-Piano (1-2) [first four semesters taking the course]
MU-AP 402 Applied Lessons-Piano (1-2) [fifth and proceeding semesters]

This course offers beginning to advanced instruction in working with the piano. Included is a study of reading, technique, and performance. Repertoire styles include Baroque, Classical, Romantic, and Contemporary periods of music. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters. Course Fee attached.

MU-AP 203 Applied Lessons-Guitar (1-2) [first four semesters taking the course]
MU-AP 403 Applied Lessons-Guitar (1-2) [fifth and proceeding semesters]

This course offers beginning to advanced instruction in working with the guitar. Included is a study of chords, note reading and tablature, scales, and songs ranging from classical and jazz to contemporary. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters. Course Fee attached.

MU-AP 204 Applied Lessons-Perception (1-2) [first four semesters taking the course]
MU-AP 404 Applied Lessons-Perception (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the trap set. Included is a study of hand and foot coordination to implement a variety of stylistic drumming patterns. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters. Course Fee attached.

MU-AP 205 Applied Lessons-Bass Guitar (1-2) [first four semesters taking the course]
MU-AP 405 Applied Lessons-Bass Guitar (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the bass guitar. Included is a study of melodic scale patterns and concepts, arpeggios, cadences, reading music, improvising, transposition, and playing by ear. Prerequisites: MU-AP 209. Course Fee attached.

MU-AP 206 Applied Lessons-Strings (1-2) [first four semesters taking the course]
MU-AP 406 Applied Lessons-Strings (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with stringed instruments. Included is a study of technique through exercises and repertoire. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters. Course Fee attached.

MU-AP 207 Applied Lessons-Instrument (1-2) [first four semesters taking the course]
MU-AP 407 Applied Lessons-Instrument (1-2) [fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with a particular instrument. Included is a study of reading, technique, repertoire, and performance. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters. Course Fee attached.

MU-AP 209 Piano Proficiency I (1)
The first in a series of four proficiency courses designed to develop the ability to maneuver on the piano. Included is the study of scales, arpeggios, cadences, reading music, improvising, and transposition. Course Fee attached.

MU-AP 210 Piano Proficiency II (1)
The second in a series of four proficiency courses designed to develop the ability to maneuver on the piano. Included is further study of scales, arpeggios, cadences, reading music, improvising, transposition, and playing by ear. Prerequisites: MU-AP 209. Course Fee attached.

MUSIC (ENSEMBLE)
MU-EN 243 Concert Choir (0-1) [First four semesters]
MU-EN 443 Concert Choir (0-1) [Remaining semesters]
This course provides singing instruction through reading, technique, and performance in a group setting. Repertoire includes sacred and secular choral works to provide a foundation for developing musicianship. The Concert Choir is a highly visible ambassador of Central Christian College with performances in the community.

MU-EN 245 Vocal Ensemble (0-1) [First four semesters]
MU-EN 445 Vocal Ensemble (0-1) [Remaining semesters]
This course provides singing instruction through reading, technique, and performance in a group setting. Repertoire includes sacred and secular choral works to provide a foundation for developing musicianship. This course is a highly visible ambassador of Central Christian College with performance in the community. By audition only.

MU-EN 246 Jazz Band (0-1) [First four semesters]
MU-EN 446 Jazz Band (0-1) [Remaining semesters]
Open to instrumentalists who played in high school jazz band, or are at the intermediate level of proficiency on an instrument. This course offers instruction on all forms of jazz music, with a focus on improvisatory solo work. By audition only.

MU-EN 259 Instrumental Ensemble (0-1) [First four semesters]
MU-EN 459 Instrumental Ensemble (0-1) [Remaining semesters]
The course provides instruction including technique, reading, and performance in a group. Repertoire of pep band, musical theatre, concert band and chamber music literature provide a foundation for developing musicianship. The Instrumental Ensemble is a visible ambassador of Central Christian College with performances serving the campus and the local community.

MU-EN 278 Performance Lab (0-1) [First four semesters]
MU-EN 478 Performance Lab (0-1) [Remaining semesters]
This course provides instruction through developing creative disciplines to compose and perform songs. The focus is on writing in a variety of musical styles through individual songwriting, co-writing, and cover songs. Live performances will be completed to share new songs with the community.

MUSIC (PERFORMANCE)
MU-MP 321 Junior Recital/Project (1)
This course provides instruction through integrating concepts of lower level courses into a project or recital. Study includes compiling music for a recital program or designing a project and marketing the recital or project presentation. Prerequisite: Permission of the instructor. Music Majors: approval of junior status by submission of the “Junior Music Major Entry Application.”

MU-MP 365 Accompanying (1-3)
This course provides instruction through collaboration of rehearsing and performing with other musicians. The course focuses on developing sight-reading, musicianship, and performance skills. Prerequisite: Permission of the instructor.

MU-MP 421 Senior Recital (1)
This course provides instruction through integrating concepts of lower level courses and the junior recital/project into a recital. Study includes compiling music for a recital program and marketing the recital. Prerequisite: MU-MP 321 and Permission of the instructor.

MUSIC (STUDIES)
MU-MS 101 Music Theory I (3)
This course is first in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts include notation of pitch, rhythm, time signatures, intervals, scales, modes, key signatures, triads, cadences, nonharmonic tones, melodic organization, figured bass, and four-part writing. Co-requisite: MU-MS 102.

MU-MS 102 Aural Skills I (1)
This course is first in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and note fundamental concepts of pitch, rhythm, and harmony. Co-requisite: MU-MS 101.
MU-MS 103 Music Theory II (3)
This course is second in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts include voice leading, seventh chords, harmonic progressions, secondary dominants, modulation, and binary/ternary forms. Prerequisite: MU-MS 101 and MU-MS 102. Co-requisite: MU-MS 104.

MU-MS 104 Aural Skills II (1)
This course is second in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Prerequisite: MU-MS 101 and MU-MS 102. Co-requisite: MU-MS 103.

MU-MS 105 Music Appreciation (3)
This course provides instruction of musical concepts of rhythm, harmony, and melody through study of terminology and listening. Study includes a survey of significant musical figures and stylistic characteristics within historical eras from Biblical to current popular music, and their effect on the development of Western music.

MU-MS 107 Recital Attendance (0)
Students are required to attend 10 recitals and/or concerts within the semester. Performance attendance distribution includes student recitals, large ensemble, lab band, song writers, and public school concerts. Recital attendance is a 0 credit hour pass/fail course required for all music majors.

MU-MS 179 Introduction to Music Technology (2)
This course provides instruction of basic studio recording concepts. Study includes using microphones, mixing consoles, effects processors, and MIDI technology to record and produce within the recording studio.

MU-MS 201 Music Theory III (3)
This course is third in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts within Renaissance through Romantic period forms will be examined, including two part inventions, the fugue, theme and variations, rondo, and sonata-allegro form. Prerequisite: MU-MS 103 and MU-MS 104 Co-requisite: MU-MS 202.

MU-MS 202 Aural Skills III (1)
This course is third in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony.

MU-MS 203 Music Theory IV (3)
This course is fourth in a series of four and provides instruction of basic fundamental concepts found in western music theory. The course will provide opportunities for the student to demonstrate concepts of pitch, intensity, duration, and timbre. Concepts within the Romantic period through 20th century will be examined including Impressionism, serialism, primitivism, neoclassicism, minimalism, aleatoric, and jazz. Prerequisite: MU-MS 201 and MU-MS 202. Co-requisite: MU-MS 204.

MU-MS 204 Aural Skills IV (1)
This course is fourth in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Prerequisite: MU-MS 201 and MU-MS 202. Co-requisite: MU-MS 203.

MU-MS 305 Music Business: Performance & Management (3)
This course assesses aspects of music business through traveling outside of the classroom. Focus will include music labels, distribution and publishing companies, recording studios, artist management, promotion, production, and legal counsel, and how all are integrated within the music business industry.

MU-MS 309 Survey of Church Music (2)
This course integrates music theory concepts with terminology and styles to understand music within the church. Study includes the music of psalms, hymns, and spiritual songs, and how different genres of music are incorporated into the worship service.

MU-MS 310 Basic Conducting (2)
This course integrates fundamental music theory concepts with basic fundamentals of instrumental and choral conducting. Study includes basic conducting patterns, expressive gestures, score reading, and rehearsal techniques. Prerequisite: MU-MS 103 and MU-MS 104.

MU-MS 311 Songwriting (2)
This course integrates fundamental songwriting concepts of inspiration, form, lyrics, poetic devices, melody, harmony, rhythm, and song analysis with one’s own music. Study includes composing songs demanded by songwriting situations.

MU-MS 313 Computer Composition (2)
This course integrates fundamental music theory concepts with Finale computer software. Study includes projects in Finale by creating stylistic musical scores using musical notation. Prerequisite: MU-MS 103 and MU-MS 104.

MU-MS 330 Orchestration (2)
The study and application of scoring techniques for small and large ensembles with particular attention to tone colors and combinations of voices and instruments. Prerequisite: MU-MS 203.

MU-MS 331 Elementary Music Methods (2)
Introduction to vocal and instrumental methods used in the elementary music classroom including Orff and Kodaly. Developing teaching techniques are applied through creating and implementing lesson plans. Prerequisite: MU-MS 103.

MU-MS 332 Secondary Vocal Methods (2)
Exploration of teaching methods, including technique and repertoire, for developing the secondary vocal ensemble. Developing an understanding of teaching techniques are applied through developing a philosophy of music education, creating curriculum, and implementing the curriculum through rehearsal. Prerequisite: MU-MS 331.

MU-MS 333 Secondary Instrumental Methods (2)
Exploration of teaching methods, including technique and repertoire, for developing the secondary instrumental ensemble. Developing an understanding of teaching techniques are applied through creating a curriculum and implementing the curriculum through rehearsal. Prerequisite: MU-MS 331.

MU-MS 334 Woodwind Methods (1)
Group lessons in playing and teaching techniques including fingering and embouchure through study of ensemble method books and repertoire. Woodwind instruments explored include the flute, clarinet, oboe, alto saxophone, and bassoon. Prerequisite: MU-MS 103.

MU-MS 335 Brass Methods (1)
Group lessons in playing and teaching techniques including fingering and embouchure through study of ensemble method books and repertoire. Brass instruments explored include the trumpet, trombone, French horn, baritone, and tuba. Prerequisite: MU-MS 103.

MU-MS 336 Percussion Methods (1)
Group lessons in playing and teaching techniques including proper sticking through study of ensemble method books and repertoire. Percussion instruments explored include the timpani, trap set, snare, xylophone, marimba, quads, bass drum, tritoms, and auxiliary percussion. Prerequisite: MU-MS 103.

MU-MS 337 String Methods (1)
Group lessons in playing and teaching techniques including fingering through study of ensemble method books and repertoire. String instruments explored include the violin, viola, cello, and bass. Prerequisite: MU-MS 103.

MU-MS 338 Fretted Instrument Methods (1)
Group lessons in playing and teaching techniques including fingering and strumming through study of ensemble method books and repertoire.
Fretted instruments explored include the guitar, ukulele, autoharp, and bass guitar. Prerequisite: MU-MS 103.

MU-MS 350 Applied Humanities-Music (2) This independent study is designed to provide the student with “real-world” experience. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MU-MS 362 Music History I (Ancient – Renaissance) (3) This course integrates musical theory concepts with terminology and styles to understand music of the Biblical era through Renaissance era. Concepts include significant musical figures, social customs, musical issues, stylistic characteristics, and their effect on the development of Western music.

MU-MS 363 Music History II (Baroque to Classical) (3) This course integrates musical theory concepts with terminology and styles to understand music of the Baroque through Classical eras. Concepts include significant musical figures, social customs, musical issues, stylistic characteristics, and their effect on the development of Western music.

MU-MS 364 Music History III (Romantic to Modern Day) (3) This course integrates musical theory concepts with terminology and styles to understand music of the Romantic through Contemporary eras. Concepts include significant musical figures, social customs, musical issues, stylistic characteristics, and their effect on the development of Western music.

MU-MS 371 Electronic Music Production (2) This course integrates musical concepts of rhythm, harmony, and melody with computer software and controllers with the goal of creating electronic music compositions. Study includes looping, MIDI, remixing, and scoring for video, along with the history and current developments of electronic music.

MU-MS 379 Studio Production Techniques (3) This course applies basic recording concepts to learn Logic computer recording software. Study includes a variety of recording production projects to become proficient using the recording studio. Prerequisite: MU-MS 179

MU-MS 391 Readings in Music This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in music (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

MU-MS 395 Practicum (Music) (2-4) This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MU-MS 404 Advanced Songwriting (2-4) This course integrates the general studies associated with the art of songwriting to create new songs composed by the student for recording and performances. The student will interact with faculty, artists and clinicians, to complete a portfolio of songs. Prerequisites: MU-EN 278

MU-MS 420 Worship, Performance, & the Christian Musician [WI] (2) This course integrates the Christian worldview with music to explore the role of the Christian musician within the culture. Filling the upper level writing general education course, this course study includes developing a philosophy of worship, analyzing music performances, exploring post-baccalaureate opportunities, and exploring creativity. This is the capstone course of all music majors.

MU-MS 479 Advanced Studio Production Techniques (2) This course integrates basic recording concepts with Logic computer recording software. Study includes recording and producing complex projects in Logic including a full recording project. Prerequisite: MU-MS 379

MU-MS 495 Music Internship (2-4) This independent study is designed to prepare the student with job training within the music industry, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

NS-AP 493 Research Project [Natural Science] (2) This independent study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research under the supervision of a faculty member.

NS-AP 495 Internship [Natural Science] (4) This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

NS-AP 498 Thesis [Natural Science] (2) The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesis information and data related to a hypothesis or research question.

NATURAL SCIENCE (BIOLOGY) NS-BI 100 Environmental Science w/Lab (4) A course designed to introduce the student to the interrelationships between organisms and their environment with emphasis on how man affects these interactions. Environmental issues such as pollution, resource use, loss of biodiversity, etc. are discussed in light of economic, political, and cultural influences. This is a general education science course for non-majors; however it is useful for majors interested in environmental biology. Three hours lecture, two hours lab per week (Offered alternate years).

NS-BI 101 General Biology w/Lab (4) An introduction to the principles and concepts of the biological sciences. Coverage includes principles of cell biology, heredity, ecology, creation/evolution issues, and a survey of living things. This course is intended for non-science majors although it may also serve as a foundational course for biology majors.

NS-BI 201 Invertebrate Zoology w/Lab (4) A study of the chemical and physical organization of cells, development, genetics, and a survey of invertebrates with an emphasis on comparative anatomy, morphology, and physiology. Also included is a study of evolutionary and creationist theories and concepts. It is designed to provide a foundation in animal biology for all those interested in further study in life sciences. Prerequisite- NS-BI 101- G or permission from the instructor (Offered alternate years).

NS-BI 202 Vertebrate Zoology w/Lab (4) A study of the morphology, physiology, and behavior of the vertebrate animals stressing comparative anatomy and evolutionary and creationist theories and concepts. It is designed to provide a foundation in animal biology for all those interested in further study in life sciences.
Prerequisite- NS-BI 101 or instructor permission. (Offered alternate years).

NS-BI 203 Plant Biology w/Lab (4)
An introductory lab science course which includes a survey of the major plant groups with emphasis on taxonomy and basic concepts of botany. This is a general education course designed to provide a foundation in plant biology for those interested in further study in the sciences. (Offered alternate years)

NS-BI 204 Human Anatomy & Physiology I w/Lab (3)
The first in a series of two courses designed to study the gross and micro structure and function of the major systems of the human body. This course will focus primarily on support and movement systems, communication, control and integrative systems. This course is designed for students who need an introduction to anatomy and physiology. This includes those pursuing pre-med, pre-nursing, pre-physical therapy, pre-medical technology, sports science majors and others who have an interest in the material. Prerequisites: Minimum of C in NS-BI 101 or instructor permission. Recommended: NS-CH 102 or NS-CH 111.

NS-BI 205 Human Anatomy & Physiology II w/Lab (3)
The second in a series of two courses designed to study the gross and micro structure and function of the major systems of the human body. This course will focus primarily on endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course is designed for students who need an introduction to anatomy and physiology. This includes those pursuing pre-med, pre-nursing, pre-physical therapy, pre-medical technology, physical education majors and others who have an interest in the material. Prerequisites: Minimum of C in NS-BI 204.

NS-BI 232 Medical Terminology (2) DS
This course is designed to familiarize the student with terms used within the medical field. Specific attention is given to providing a basis through which to understand the prefix, suffix and roots associated with medical terms, as well as abbreviations. Meanings of terms will also be explored to make the student familiar with both the term and its associated usage.

NS-BI 245 Basic Nutrition w/Lab (3)
This course covers basic human nutritional requirements necessary for good health throughout the life cycle. Emphasis is placed on chemical makeup and sources of nutrients and how they are utilized by the body. Additional topics include weight control, nutritional information sources, nutrition and disease. This course is especially for those interested in allied health careers, family nutrition, or social service. Course Fee Attached.

NS-BI 304 Microbiology w/Lab (4)
This course covers behavior and activity of microorganisms more or less common in the natural environment. Attention is given to bacteria in milk, water, and sewage. Techniques of staining, culturing, and isolating microorganisms are covered. Prerequisite: NS-BI 101, NS-CH 102 or NS-CH 111. (Offered alternate years)

NS-BI 305 Ecology & Natural History w/Lab (4)
The course is designed to introduce students to basic ecological principles and the wide diversity of habitats, animal life forms and behavior patterns. It is a lab/field-oriented, upper division course, but is open to all majors. Prerequisites: NS-BI 101 or permission of instructor. (Offered alternate years)

NS-BI 306 Ecology of the Southwest w/Lab (4)
A travel course (about 4,000 miles) involving camping and field studies for 3 1/2 weeks in New Mexico and Arizona. This course covers basic ecological principles unique to the Southwestern U.S. Visits are made to unique areas of biological significance such as Carlsbad Caverns, White Sands National Monument, Saguaro National Park, the Grand Canyon, and others. It is designed for both science and non-science majors. Prerequisite NS-BI 100 (or higher) or instructor permission. (Offered every four years during May-Term)

NS-BI 307 Florida Ecology w/Lab (4)
This course is designed as a hands-on lab experience and includes travel, camping, and intensive field study. Biological points of interest include Sanibel/Captiva islands, Corkscrew Cypress Swamp, Everglades National Park, and the Florida Keys. It is designed for both science and non-science majors. Prerequisite NS-BI 100 (or higher) and permission of instructor. (Offered every four years during Mid-Term)

NS-BI 308 Ornithology w/Lab (4)
This course is designed to introduce students to the laboratory and field study of birds of the Great Plains. Course topics will include identification, family characteristics, distribution, ecological requirements and behavior. Course activities will include lectures, videos, projects, library research, laboratory work and field trips. Field trips will be taken to Quivira National Wildlife Refuge, Cheyenne Bottoms and several museums and zoos. The course is designed for any student interested in outdoor education, elementary and secondary education, conservation, wildlife biology, national park and nature center work. It is an upper-division science course but is open to all majors. Prerequisite NS-BI 101 and NS-BI 202 (or higher) and permission of instructor. (Offered on demand only)

NS-BI 310 Genetics w/Lab (4)
This course is an introduction to the basic concepts, principles, and applications of classical, molecular, and population genetics. Laboratory experiences include work with transmission genetics, Drosophila studies, and techniques of DNA manipulation. Prerequisites: NS-BI 202 (or higher) and NS-CH 111 or permission of instructor. (Offered alternate years)

NS-BI 364 (MC) Cell & Molecular Biology w/Lab (4)
The molecular organization, function and evolution of prokaryotic and eukaryotic cells. Lab work includes chromosome analysis, cellular fractionation, cell culture, and electrophoretic studies.

NS-BI 391 Readings in Biology (2)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in biology (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NATURAL SCIENCE (CHEMISTRY)

NS-CH 102 General Chemistry w/Lab (4)
A study of fundamental principles of chemistry and properties of matter. Emphasizes scientific method, relationship of chemistry to the other natural science, and consumer chemistry. Intended primarily for those who have not previously taken a chemistry course. Course Fee Attached.

NS-CH 111 College Chemistry I w/Lab (4)
This is a general inorganic chemistry course and includes detailed studies of the basics of chemistry, atomic and molecular structure, states of matter, solutions, chemical reactions, equilibrium and nuclear chemistry. Laboratory activities support the classroom topics and also include safety, lab techniques and procedures, and instrumentation. Prerequisite: High school chemistry NS-CH 102 or instructor’s approval. Course Fee Attached.

NS-CH 112 College Chemistry II w/Lab (4)
This is the second level of a course designed as a survey of inorganic chemistry, which includes detailed studies of the basics of chemistry, atomic and molecular structure, states of matter, solutions, chemical reactions, equilibrium and nuclear chemistry. Laboratory activities support the classroom topics and also include safety, lab techniques and procedures, and instrumentation. Prerequisite: NS-CH 111 or instructor’s approval. Course Fee Attached.

NS-CH 307 Biochemistry w/Lab (4)
This course is designed as an introduction to the chemical process associated with the form and function of living matter and will include course work related to acidity, alkalinity, carbohydrates, amino acids, proteins, nucleosides, nucleotides, nucleic acids, DNA and RNA, as well as other associated topics.

NS-CH 311 Organic Chemistry I w/Lab (4)
The first course in a two semester sequence of
organic chemistry. An emphasis on mechanisms and organic reactions is central to the study. The laboratory portion of the course will focus on the preparation and synthesis, purification, and then analysis of organic compounds. Instrumentation and modern laboratory apparatus will be used. Prerequisites: NS-CH 111 and NS-CH 112. (Offered Alternate years) Course Fee Attached.

NS-CH 312 Organic Chemistry II w/Lab (4) The second course in a two semester sequence of organic chemistry. An emphasis on mechanisms and organic reactions is central to the study. The laboratory portion of the course will focus on the preparation and synthesis, purification, and then analysis of organic compounds. Instrumentation and modern laboratory apparatus will be used. Prerequisites: NS-CH 311 (Offered alternate years) Course Fee Attached.

NS-CH 345 Nutritional Biochemistry w/Lab (4) Designed as a survey of metabolic and nutritional functions in relation to biosynthesis and organic functioning. The course will introduce the student to the chemical interactions associated with nutritive values and functioning. Course Fee Attached.

NS-CH 360 Analytical Chemistry w/Lab (4) The student will be introduced to complex methods of inorganic quantitative analysis. Topics will include methods of gravimetric and volumetric analysis utilizing instrumental methods. Course Fee Attached.

NS-CH 385 Advanced Inorganic Chemistry w/Lab (4) The student will further develop mastery of the periodic properties of the elements and their associated compounds, as well as develop familiarity with their interactions and reactions. Course Fee Attached.

NS-CH 391 Readings in Chemistry (2) This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in chemistry (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NS-CH 400 General Physical Chemistry w/Lab (5) This course is designed to familiarize the student with the physics of chemical reactions. Topics will range from chemical thermodynamics; kinetic theory of gases; properties of solutions, quantum mechanics, spectroscopy, biophysical spectroscopy, intermolecular forces, macromolecules, and statistical thermodynamics. Lab is required. Course Fee Attached.

NATURAL SCIENCE (MATHEMATICS)

NS-MA 085 Basic Algebra (3) This course is designed for students who need to strengthen their basic algebra skills, but who have a solid foundation in arithmetic skills. Topics studied will include fundamentals of algebra, solutions of linear equations and inequalities, problem solving, graphs of linear equations, operations with polynomials, factoring, rational expressions, radicals, and solving quadratic equations. Developmental course, will count in semester load, but not for credits towards a degree. Required of students with low ACT math or placement score. C- or better required to enroll in NS-MA 103 or NS-MA 104. (Offered through College Consortium online only)

NS-MA 103 Intermediate Algebra (3) This course satisfies the prerequisite for College Algebra. Topics include real numbers, variable expressions, first degree equations and inequalities, geometry, linear equations and inequalities in two variables, systems of linear equations, polynomials, factoring, rational expressions, rational exponents and radicals, and quadratic equations.

NS-MA 104 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. Prerequisite: Minimum of C in NS-MA 103, minimum Math ACT score of 20, or instructor permission.

NS-MA 105 College Trig & Analytical Geometry (2, 3) A study of angles, triangles, trigonometric functions and their graphs, and vectors. Emphasis is placed on applications of trigonometric functions. Prerequisite: Minimum of C in NS-MA 104, minimum Math ACT score of 20, or instructor permission. (Offered alternate years)

NS-MA 111 Calculus I (4) The first course (one semester) of a three-semester sequence in calculus including studies of graphs, functions, limits, differentiation and applications of differentiation, integration and applications of integration. Prerequisite: Minimum of C in NS-MA 105, minimum Math ACT score of 20, or instructor permission.

NS-MA 201 Survey of Contemporary Mathematics (3) This course includes a broad survey of math topics including (but not limited to) algebra, logic, geometry, functions, graphs and probability. The historical and cultural aspects of math as well as its importance to modern society are also studied.

NS-MA 209 Statistics (3) A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representation, measures of central tendency and dispersion, probability theory and various significant tests of relationship, association, and correlation. Prerequisite: Minimum of C in NS-MA 104 or permission of instructor.

NS-MA 211 Calculus II (4) A continuation of Calculus I. The course includes a study of integration, applications of integration, and infinite series. Prerequisite: Minimum of C in NS-MA 111.

NS-MA 212 Multivariable Mathematics (3) Topics include infinite series, three-dimensional geometry, and functions of n-variables. Prerequisite: NS-MA 211 with a grade of C or better.

NS-MA 310 Research Methods/Applied Statistics (3) Designed to introduce students to the use of statistical models and formulas used in research methodology and design. Statistical methods are used to analyze data and test results against hypothesis and algebraic models. The student will be introduced to technological tools designed to aid in the translation and presentation of mathematical concepts and outcomes. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: NS-MA 209 or permission of the instructor.

NS-MA 311 Calculus III (4) This is the third of three courses in the basic calculus sequence. This course includes the study of vector functions, functions of two or more variables, partial derivatives, quadratic surfaces, multiple integration, and vector calculus including Green’s Theorem, Curl and Divergence, surface integrals, and Stokes’ Theorem. Prerequisite: Minimum of C in NS-MA 211

NS-MA 314 Advanced Analysis (3, 5) DS A study of fundamental concepts of analysis, functions of bounded variation, integration, sequences of functions. Fourier series, functions of a complex variable. Prerequisite: Minimum of C in NS-MA 211 or instructor permission.

NS-MA 316 History of Mathematics (2) This course consists of an exploration of some of the major themes in mathematics—calculation, numbers, geometry, algebra, infinity, formalism and their historical development in various civilizations, ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East, and on to modern Europe. This will include a study of how earlier civilizations influenced or failed to influence later ones and how the concepts evolved in these various civilizations. Contributions from mathematicians such as Archimedes, Descartes, Fermat, Newton, Leibnitz, Euler and Gauss are discussed. Emphasis is given to how mathematics relates across disciplines as well as mathematical connections within the discipline. Prerequisite: Permission of the instructor.
NS-MA 391 Readings in Mathematics (2)
This course is designed as an independent study course. The intent of the course is to provide an extensive, supervised study of a particular topic in mathematics (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NS-MA 411 Differential Equations (4)
Includes the study of ordinary differential equations and linear algebra. The theory of linear systems is explored, as well as theorems associated with existence and uniqueness. Students will also receive an introduction to partial differential equations. Prerequisite: Minimum of C in NS-MA 211. Recommended: NS-MA 311.

NS-MA 412 Advanced Calculus (4)
The course is designed to review the algebraic and topological structure of the real number system. Specific focus will be given to the mastery of one-variable calculus including continuous, differentiable, and Riemann integrable functions and the Fundamental Theorem of Calculus. Other topics will include uniform convergence of a sequence of functions, contributions of Newton, Leibniz, Cauchy, Riemann, and Weierstrass. Prerequisite: Permission of the instructor.

NS-MA 413 Modern Advanced Algebra (3-4)
This course is a one-semester course designed to study the abstract ideas of modern algebra including fields, groups, rings, vector spaces and modules. Within the context of actual concrete problems, which spawned these abstract ideas, is the manner in which these topics will be studied. Rigorous proofs of theorems and applications will be a major topic. Prerequisite: Permission of the instructor.

NS-MA 414 Discrete Mathematics (3-4)
This is a course that provides the mathematical basis for computer science, but it is a much broader mathematical application. This course covers applications in discrete mathematics through the study of logic and proofs, set operations, Venn diagrams, trees, Cartesian products and counting relations, functions and relations, concepts of algorithms, combinatorics, discrete probability, and graphs. Prerequisite: Permission of the instructor.

NS-MA 415 Modern Geometry (3-4)
This is a one-semester course which includes a study of both Euclidean geometric topics (angle measurement, congruence between triangles, similarities between triangles, parallel postulates) as well as non-Euclidean geometry. Other topics include projective geometry, convex figures and other foundations of geometry. Prerequisite: Permission of the instructor.

NATURAL SCIENCE (PHYSICS)
NS-PH 205 General Physics I w/Lab (4)
This course is the first in a two-course sequence, which completes an eight semester hour college algebra based physics block. It meets the requirement for a basic professional level course supporting science majors not needing a calculus based physics course such as those going into pre-med. However, for those planning to take the MCAT, both semesters are needed. Topics covered include mechanics and fluids. Prerequisite: Minimum of C in NS-MA 104 College Algebra or permission of the instructor. Lab is required.

NS-PH 206 General Physics II w/Lab (4)
This course is the second in a two-course sequence, which completes an eight semester hour college algebra based physics block. It meets the requirement for a basic professional level course supporting science majors not needing a calculus based physics course such as those going into pre-med. However, for those planning to take the MCAT, both semesters are needed. Topics covered include mechanics and fluids. Prerequisite: NS-PH 205. Lab is required.

NS-PH 215 University Physics I w/Lab (5)
This course is the first in a two-course sequence which completes a 10 semester hour calculus based physics block. It meets the requirement for a basic professional level calculus based course supporting engineering, mathematics, and science majors. Topics covered include mechanics and fluid mechanics. Prerequisite: NS-MA 111 or permission of the instructor. Lab is required.

NS-PH 216 University Physics II w/Lab (5)
This course is the second in a two-course sequence which completes a 10 semester hour calculus based physics block. It meets the requirement for a basic professional level calculus based course supporting engineering, mathematics, and science majors. Topics covered include thermodynamics, electricity, and magnetism, and optics. Prerequisite: NS-PH 215. Lab is required.

NATURAL SCIENCE (SEMINARY)
NS-SM 291 Natural Science Seminar (1)
Critical thinking and the use of reasoning are vital to the person who wishes to know the truth and apply it to daily living. To be fully engaged in the process of living and interacting with other people requires the ability to reason logically and think critically. Students undertake both individual and group learning experiences to sharpen and focus their reasoning and thinking skills applied to: a) generally- Christian perspective; and b) specifically- science inquiry and reasoning.

NS-SM 491 Senior Seminar [Natural Science] (WI) (1)
This course is offered to natural science majors and liberal studies majors with science concentrations as a “capstone” course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.).
SPORT SCIENCE & HEALTH

(ActivTy)

SP-AC 116 Fitness Walking I (1)

SP-AC 128 Basketball/Bowling I (1) Course Fee Attached.

SP-AC 129 Yoga I (1)

SP-AC 130 Racquetball/Bowling I (1) Course Fee Attached.

SP-AC 131 Racquetball/Weight Training I (1)

SP-AC 132 Badminton/Racquetball I (1)

SP-AC 133 Badminton/Tennis I (1)

SP-AC 134 Weight Training I (1)

This course is designed to introduce students to the fundamentals of weight lifting. Students will learn to organize aspects of lifting, safety, general knowledge of muscles and components, psychological and physiological aspects in weight lifting; and understand the importance of weight lifting in relation to the fit body model.

SP-AC 139 Jogging for Fitness I (1)

SP-AC 144 Fitness Walking/Softball I (1)

SP-AC 145 Aquatics (1) Course Fee Attached.

SP-AC 146 Folk, Square, & Social Dance I (1)

SP-AC 147 Tumbling I (1) Course Fee Attached.

SP-AC 148 Zumba I (1)

This course satisfies the requirement for an activity course in the general education curriculum or other activity requirements by a specific major. Content includes an introduction to Zumba®, a Latin dance inspired aerobic workout. It requires performance of specific skills and safe class participation. Students are encouraged to work within their own limitations and progress at their own pace. A typical class will include rhythms in salsa, merengue, reggaeton, and cumbia.

SP-AC 149 Pilates I (1)

This course satisfies the requirement for an activity course in the general education curriculum or other activity requirements by a specific major. Content includes an introduction to body awareness, beginner and intermediate mat exercises, designing and implementing a Pilate’s exercise mat program for group exercise format, and how to integrate Pilates into other fitness formats such as body sculpting, core conditioning and yoga Pilates fusion.

SP-AC 201 Cross Training I (1)

This course is designed to introduce to students the fundamentals of cross training. Students understand the principles of developing a strength and conditioning program. The learner will recognize and understand the adaptive responses of the body to cross training. Course focus is on optimizing physical competence in each of ten recognized fitness domains. The domains are: cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy.

SP-AC 204 Movement & Composition I

Co-requisite: HU-TH 204.

SP-AC 306 Strength Training II (1)

SP-AC 316 Fitness Walking II (1)

SP-AC 328 Basketball/Bowling II (1) Course Fee Attached.

SP-AC 329 Yoga II (1)

SP-AC 330 Racquetball/Bowling II (1) Course Fee Attached.

SP-AC 331 Racquetball/Weight Training II (1)

SP-AC 332 Badminton/Racquetball II (1)

SP-AC 333 Badminton/Tennis II (1)

SP-AC 334 Advanced Weight Training II (1)

This course is designed to expand on the fundamentals of weight lifting. The course focuses on FITT application, proper program design, nutrition guidelines, proper workload assessment and application. Prerequisite: SP-AC 134 Weight Training I.

SP-AC 339 Jogging For Fitness II (1)

SP-AC 344 Fitness Walking/Softball II (1)

SP-AC 345 Aquatics (1) Course Fee Attached.

SP-AC 346 Folk, Square, & Social Dance II (1)

SP-AC 347 Tumbling II (1) Course Fee Attached.

SP-AC 348 Zumba II (1)

SP-AC 349 Pilates II (1)

SP-AC 401 Advanced Cross Training I

This course is designed to expand on the fundamentals of cross training course. The course focuses on maximizing neuroendocrine response, developing power, cross training with multiple modalities, constant training, practice with functional movements, and the development of successful nutrition strategies. Prerequisite: SP-AC 201 Cross Training.

SP-AC 205 Recreational Activities I

The purpose of this course is to introduce the student to the use of recreational games and activities in order to improve quality of life. Focus is on small and large group activities.

SP-VS 141 Junior Varsity Sport Participation

[First two semesters of participation] (Baseball, Basketball and Men's Soccer only.)*

SP-VS 341 Sport Participation [Second two semesters of participation]

Instruction and participation in a specific sport. To receive credit the student must be an official member of the junior varsity team and attend scheduled practices and games.

A – Baseball
B – Basketball (M)
C – Soccer (M)
D – Tennis
E – Volleyball
G – Softball
H – Soccer (W)
J – Cheerleading
K – Golf
L – Track
M – Wrestling
N – Lacrosse

SP-VS 151 Varsity Sport Participation [First two semesters of participation]

SP-VS 351 Varsity Sport Participation [Second two semesters of participation]

Instruction and participation in a specific sport. To receive credit the student must be an official member of the varsity level team and attend scheduled practices and games.

A – Baseball
B – Basketball (M)
C – Soccer (M)
D – Tennis
E – Volleyball
G – Softball
H – Soccer (W)
J – Cheerleading
K – Golf
L – Track
M – Wrestling
N – Lacrosse

SPORT SCIENCE & HEALTH

(General)

SP-SH 100 Fitness and Wellness (2)

The purpose of this course is to provide an understanding of the relationship of physical activity and fitness health to encourage students to select an appropriate personal lifestyle necessary to producing life-long health and well-being. Course Fee Attached.

SP-SH 101 Wellness for Life (3)

This course introduces the student to basic life wellness concepts and practices. Through the course the student will gain applicable tools for self-assessment related to physical well-being.

26 Students may receive a maximum of four credits from varsity sport, junior varsity sport, or a combination of both. Even if the student is in
and be equipped with the tools necessary to create healthy life patterns.

**SP-SH 201 First Aid (2)**
Practical emergency treatment of the injured; practice in bandaging, splint application, artificial respiration, and other first aid measures. Student has the opportunity to gain Red Cross CPR/First Aid Certification. There is a $28 fee to cover certification cost. Course Fee Attached.

**SP-SH 202 Introduction to P.E., Sport, & Fitness (3)**
Includes a historical and contemporary view of physical education career possibilities, aims, and objectives, with a view toward the development of a basic philosophy of physical education, sport, and fitness.

**SP-SH 203 Care & Treatment of Athletic Injuries (2)**
This course is designed to expose students to cause, immediate care, and therapy for athletic injuries. It includes lectures, field trips, and practical application in the training room atmosphere. The art and science of "taping" will be stressed. Resource material will include the Cramer self-study training techniques. Course Fee Attached.

**SP-SH 204 Theory of Coaching (2)**
A course for students who may be interested in coaching. Students will learn how to organize, plan, and run an athletic program. Attention will be given to conditioning, practices, game preparation, etc. In addition, the course will be individualized for each sport the student may wish to coach.

**SP-SH 205 Athletic Training (2)**
This course addresses the responsibilities of an athletic trainer in program development, as well as in injury prevention and management. Course Fee Attached.

**SP-SH 206 Introduction to Coaching (3)**
This course surveys the role of the coach as individual and team manager. Coaching principles and practices are investigated through real-world cases designed to challenge the individual in assessing individual preparedness for the coaching role.

**SP-SH 208 Introduction to Team Sports (2)**
The study, practice, and organization of sports such as soccer, volleyball, basketball, baseball, softball, etc.

**SP-SH 210 Personal & Community Health (2)**
This course teaches healthy and intelligent living and the application of the fundamental principles of health. Various topics covered include fitness, nutrition, concepts of aging, infectious diseases, drug and tobacco use and consumer health.

**SP-SH 250 Leisure & Sport Programming (3)**
An introduction to the history and philosophy of intramural programs, as well as foundational information in recreation.

**SP-SH 270 Officiating (2)**
Includes football, baseball, basketball, and volleyball. Instruction and participation in individual or team sports.

**SP-SH 305 Theory of Coaching Basketball (2)**
A course aimed at the development of people in the basketball coaching field. Students will learn to organize all aspects of a junior high or high school basketball program; develop strategies most effective for personnel in a basketball program; understand the role of psychology in coaching basketball, and understand the administrative role of a coach in a basketball program. It is recommended students take SP-SH 204 prior to taking this course.

**SP-SH 306 Theory of Coaching Tennis (2)**
The objective of the course is to be able to teach the game of tennis, coach the game of tennis, organize tennis practices, make up and utilize a budget, operate home meets and tournaments, schedule for a season and improve one’s personal tennis playing skills.

**SP-SH 307 Individual and Dual Sport Analysis (2)**
This course is designed to develop a knowledge and skill of individual and dual sports. Included will be technique on how to teach as well as coach these sports. Possible sports include badminton, bowling, golf, racquetball, and tennis. Other sports may be introduced as time and interest allow. (Offered alternate years)

**SP-SH 308 Exercise Physiology (3)**
A study of the effects of exercise on the major systems of the human body including the cardiorespiratory, neuromuscular, glandular and digestive. Other effects influencing human exercise will be examined including climate, altitude and ergogenic aids. Prerequisite: NS-BI 101 General Biology w/ Lab.

**SP-SH 309 Outdoor Recreation Education (3)**
A foundational course detailing numerous outdoor activities, their effects and benefits for our society. Course Fee Attached.

**SP-SH 310 Kinesiology (3)**
A study of human motion emphasizing the musculoskeletal structure and neuromuscular involvement in voluntary movement. In addition, biomechanical principles involved in the performance of motor/sport skills and strength training exercises. Prerequisite: NS-BI 101 General Biology w/ Lab and NS-BI 204 Human Anatomy & Physiology I.

**SP-SH 312 Adaptive Physical Education (2)**
Methods of classification of exceptional students, program planning and teaching of activities appropriate to needs of the handicapped are examined.

**SP-SH 313 Theory of Coaching Baseball (2)**
The objective of the course is to be able to teach the fundamental aspects of coaching baseball including player management, team management, administration, strategy, rules, and officiating.

**SP-SH 314 Sport Nutrition (3)**
This course is designed to review the many aspects of nutrition and how it plays a role in improving and impeding health, fitness, and sport performance. Prerequisite: NS-BI 101. Recommended: NS-BI 204. Course Fee attached.

**SP-SH 318 Theory of Coaching Soccer (2)**
A course designed to introduce the student to the fundamentals of soccer coaching. Students will learn to organize aspects of team management; develop an appreciation for styles and formations of play; understand the role of the psychological and physiological aspects of the game; and understand the role of a coach in a soccer program.

**SP-SH 320 Measurement & Evaluation in Health & Physical Education (3)**
This course will consider the basic principles related to measurement and evaluation including the selection, administration and use of tests unique to the field of health and physical education. Special emphasis will be placed on testing procedures.

**SP-SH 395 Practicum [Exercise Science] (3)**
This independent study is designed to provide the student with "real-world" experience. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**SP-SH 410 Recreational Facilities (3)**
This course focuses on designing, planning and managing sports arenas and facilities. Prerequisites: SP-SH 202 or SP-SM 200.

**SP-SH 415 Exercise Testing, Evaluation, & Prescription (3)**
This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness. Prerequisites: SP-SH 308, SP-SH 310, and SP-SH 320.

**SP-SH 420 Exercise Leadership (3)**
This course will emphasize the necessary leadership qualities and skills expected for leading exercise activities. The student will develop professional competencies through classroom instruction as well as observational and practical experiences. Prerequisite: SP-SH 415. Course Fee Attached.

**SP-SH 426 Motor Learning (3)**
This course is designed to give a solid understanding of the development of motor skills and the principles and theories that govern that development. This course includes applied analysis of motor learning and motor
development principles and theories throughout the human life span (focus on PreK-12).

**SP-SH 491 Sport Science Seminar (1)**
Required of all seniors graduating with a major from this department. The course format differs from year-to-year depending on the facilitator and industry related issues. The intent of the course is to prepare the student for the transition to further education or employment. Specific attention is given to synthesis and integration of the learning experience. Research, special projects and readings, and discussion are typical formats for this course. Prerequisite: Senior Standing or Permission of the Department Chair.

**SP-SH 495 Internship [Exercise Science] (3)**
This independent study is designed to provide the student with on the job training, under the tutelage of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**SPORT SCIENCE & HEALTH (SPORT MANAGEMENT)**

**SP-SM 200 Introduction to Sport Management (3)**
Includes the basic concepts of sport management, career preparation and professional opportunities. This course is a primer to the different areas that sport management practitioners must understand and master to be efficient in their careers.

**SP-SM 302 Sport Law (3)**
Negligence liability; control of amateur, professional and school sports; violence/crowd; product liability; risk management; selected current issues. Prerequisites: SP-SM 200 Introduction to Sport Management.

**SP-SM 315 Sport Marketing (3)**
This course focuses on the fundamentals of sports marketing and event management. Description of content includes, but is not limited to, historical development of sport marketing, special event and their use in sports, the role of the media and ticket sales and their use in promotions. The student will understand the four P’s of marketing correlated in the world of sports. Prerequisite: Introduction to Sport Management SP-SM 200.

**SP-SM 330 Event Planning & Management (3)**
This course is designed to take an in-depth view of the process of planning, implementing, and evaluating special events. The main purpose of this course is to understand both broad and detailed event planning, explore adjustments tactics when unforeseen circumstances arise, learn how to keep patrons safe during events, and how to properly evaluate the success or failure of the event.

**SP-SM 395 Practicum [Sport Management] (3)**
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**SP-SM 406 Issues & Trends in Sports (3)**
This course will explore the latest philosophical issues and controversies which are impacting the area of sport. The student will explore the current and future trends of sport and how it may impact the society.

**SP-SM 425 Administration in Sport & Fitness (3)**
It is the goal of this course to introduce students to a variety of situations involving organization and administrative duties, and through this process, provide students with a broad range of organizational and administrative skills useful in the successful administration of athletic, school health, and physical education programs.

**SP-SM 495 Internship [Sport Management] (3)**
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**SP-SM 497 Special Topics in Sport Management (3)**
The Special Topics course is designed to allow the Sport Management staff to design specialized curriculum in response to current issue or special needs represented by the student learner. Current research and emerging issues are reviewed with an eye for the evolution of sports management.

**SOCIAL SCIENCES (APPLIED DEPARTMENTAL STUDIES)**

**SS-AP 291 Scientific Writing Seminar: APA (1)**
Designed as an introductory course into scientific writing, students will become familiar with APA writing skills. During this course students will produce a series of papers designed to master scientific writing skills while at the same time becoming acquainted with possible professions related to their major. Students will discover educational paths available to them, become familiar with institutional resources and explore personal strengths and weaknesses related to future success.

**SS-AP 391 Readings in Social Science (3)**
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in social sciences not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

**SS-AP 395 Practicum [Social Science] (3)**
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**SS-AP 493 Research Project (3)**
This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.

**SS-AP 491 Senior Seminar [Social Science] [WI] (1)**
This course is offered to any student majoring in a social science (other than Psychology) as a “capstone” course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.).

**SS-AP 495 Internship [Social Science] (2-4)**
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**SOCIAL SCIENCES (CRIMINAL JUSTICE)**

**SS-CJ 100 Online Criminal Justice (3)**
This introductory course functions as the starting point for students embarking on criminal justice studies through the internet medium. (Online only)

**SS-CJ 110 Introduction to Criminal Justice (3)**
This course focuses on the formal crime control process in the United States. Students will examine the agencies and processes involved in administering justice: the police, the prosecutor, the courts, and correctional systems. Students may receive credit for only one of the following courses: SS-CJ 110, SS-CJ 235. (Online only)

**SS-CJ 212 Introduction to Corrections (3)**
Outlines the history, current practices, and future directions of corrections in a systematic process showing the evolving changes within the institutional and community based corrections.
Topics include the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer. (Online only)

SS-CJ 213 Drugs and Criminal Justice (3)
An introduction into how drugs are related to crime looking at the variety of connections including the possession, manufacture, or distribution of drugs. Explores the relationship of crime to the effects they have on the user’s behavior and by generating violence and other illegal activity in connection with drug trafficking. (Online only)

SS-CJ 214 Introduction to Law Enforcement (3)
The development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change. (Online and On-ground) (Offered Alternate Years)

SS-CJ 215 Introduction to Courts (3)
A look at the basic structure of the court system and court process. An up-to-date coverage highlighting several recent trends of the court system. (Online only)

SS-CJ 225 Serial Killers (3)
A course that will outline the cultural, family, religious, and psychological profiles of serial killers as well as how they choose their victims. Stereotypes and myths will be explored. (Online only)

SS-CJ 232 Terrorism and Counterterrorism (3)
This course examines the indigenous and external of terrorism, and declared and implied objectives or strategies operations and tactics and the countermeasures that are created. This course will take an even closer look at prioritizing terrorism while trying to focus on other U.S. problems and foreign policy objectives. (Online only)

SS-CJ 235 Criminal Justice Systems (3)
Introduction to the historical backgrounds, agencies and processes, purposes and function, ethics, administration, and technical problems of the criminal justice system. Students may receive credit for only one of the following courses: SS-CJ 110, SS-CJ 235. (Offered on ground and Alternate Years)

SS-CJ 241 Introduction to Law & Legal Studies (3)
Students will become knowledgeable on law within the legal system. They will be introduced into the field of law and its impact on society and exposed to the historical precedents and to the most current programs and practices. In an academic setting, the latest programs and research will be explored. In a practical setting, students will be assigned to a law office of their interest (according to availability) to observe and interact with professionals in the legal field as part of the course work. At the conclusion of the course, students should be able to recognize which theories relate to law and current issues and which do not. There will be an additional fee. (Prerequisites: approval from the instructor and be in good standing with the college) (On ground only) (Offered alternate years).

SS-CJ 242 Patrol Operations (3)
This course is intended to provide students with a broad overview of patrol operations in the criminal justice system. Students will be required to complete 60 hours of “street time” with a state certified law enforcement officer. Upon completion, the students should be able to understand how the constitution and criminal law relates to the patrol process. Prerequisite: declared Criminal Justice major. (On ground only) (Offered Alternate Years)

SS-CJ 316 Introduction to Forensic Science (3)
Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories. Focus on fingerprint and firearm identification, trace evidence (hair, fiber, paint, and glass), blood, DNA evidence, forensic documentation examination, crime scene kits, and forensic microscopy. (Online and On-ground) (Offered Alternate Years)

SS-CJ 320 Ethics in Criminal Justice (3)
Identifies and explores ethics and values in the criminal justice system, paying special attention to issues of social inequality. Discusses remedial strategies and behavior relating to unethical behavior from an individual and group perspective. (Online only)

SS-CJ 330 Statistics in Criminal Justice (3)
Descriptive and inferential statistics covering univariate, bivariate, and multivariate statistical techniques. Focus on probability theory, significance testing, inferential statistics used for quantitative data analysis by criminal justice researchers and administrators. (Online only)

SS-CJ 340 Criminal Law (3)
This course examines substantive criminal law: principles of criminal law and analysis of various offenses, parties to crime, and defenses. (On ground only) (Offered Alternate Years)

SS-CJ 341 Criminal Investigations (3)
This course provides an introduction to the science of criminal investigation. The course will consist of lectures and class discussion, covering the historical origins and evolution of detective/investigative work, then the current method of solving crime, which involves the science and art of investigating crime. Current scientific methods and how they are used in various investigations will be discussed. A “realistic” approach will be maintained to solving crime and how cases are prepared for prosecution. (On ground only) (Offered Alternate Years)

SS-CJ 342 Corrections (3)
The purpose is to become knowledgeable on current correctional subsystems within the larger criminal justice system. The student will be introduced into the field of corrections and its impact on society and will be exposed to the historical precedents to the most current programs and practices. In an academic setting, the latest programs and research will be explored. In a practical setting, students will be assigned to a correctional facility/office of their interest (and availability) to observe and interact with professionals in this field as part of the course work. At the conclusion, students should be able to recognize what theories relating to corrections apply to current issues and those that do not. There will be an additional fee. Prerequisites: approval from the instructor and be in good standing with the college. (Offered on ground and on demand)

SS-CJ 343 Criminology (3)
This course is a study of crime as a form of deviant behavior, nature and extent of crime, past and present theories, evaluation of prevention, control and treatment programs. (Online and On-ground) (Offered Alternate Years)

SS-CJ 350 Police Administration (3)
An organizational management and systems approach to the study of police administration. Emphasizes the administration of various police function, organizational structures, resources management, operational techniques, professional ethics, and leadership principles and their implications for generalized and specialized units. (Online and On-ground) (Offered Alternate Years)

SS-CJ 352 Comparative Justice (3)
The class will examine issues related to crime throughout the world. The student will identify, analyze, and compare the criminal justice systems in the U.S. with those of other countries. The course will explain the basic worldwide philosophies of law and justice, the arrangements for crime prevention and law enforcement, and the methods of selecting judges and juries around the world. (Online only)

SS-CJ 441 Criminal Procedure (3)
This course is focused on analyzing Supreme Court decisions, identifying the various balancing tests and weighing government power against individual rights in order to determine the reasonableness of government action. Students will critically engage and have a working knowledge of the Fourth Amendment and will know the warrant requirements, exceptions to
the warrant requirements and the objective standards for the government actions. The student will be able to apply the general principles and constitutional analysis learned in this course, to everyday life. Topics such as search and seizure, warrants, interrogations, court procedure, and rules of evidence will be explored.

**SS-CJ 450 Criminological Theory (3)**
This course focuses on the major theoretical explanations for crime and delinquency. (Online only)

**SS-CJ 452 Victimology (3)**
Theories and history shaping the bio-psycho-social and environmental characteristics of crime and violent victimization are examined with emphasis on their intersection with issues of race, gender, class, ethnicity, and sexual orientation. (Online only)

**SS-CJ 470 Juvenile Justice (3)**
Theoretical foundations of delinquency causation. Historical tracing of the American juvenile justice system including the juvenile court and its jurisdiction. Police interaction with juveniles; treatment and correctional strategies for young offenders. Examination of prevention and treatment approaches. (Online only)

**SS-CJ 482 Community Corrections (3)**
This course focuses on probation, parole, and other intermediate sanctions and community treatment options. Each is examined from both punishment and treatment model perspectives. (Online only)

**SS-CJ 490 Crisis Management (3)**
The course develops managerial skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public. (Online only)

**SS-CJ 495 Criminal Justice Capstone (3)**
This course provides the student with the opportunity to demonstrate mastery of the knowledge, skills, and abilities obtained through his or her academic journey through previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.). This course is the educational capstone for those majoring in Criminal Justice. It is designed to integrate the learning experience in preparation for further educational endeavors or professional placement. (Online only)

**SOCIAL SCIENCES (GEOGRAPHY)**

**SS-GE 113 World Geography (3)**
A general study to acquaint the student with the world’s major physical features, geographic regions, and people groups, and their effects upon the American culture.

**SOCIAL SCIENCES (HISTORY)**

**SS-HI 103 History of World Civilization I (3)**
The first in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. Courses may be taken independently of each other. (Offered on demand)

**SS-HI 104 History of World Civilization II (3)**
The second in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. (Offered on demand)

**SS-HI 105 United States History I (3)**
A course focused on the beginnings of our national history through Civil War reconstruction. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. (Offered on demand)

**SS-HI 106 United States History II (3)**
A course focused on the end of Civil War reconstruction through the present. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. (Offered on demand)

**SS-HI 110 Survey of World Civilization (3)**
A survey of the social, political, economic, cultural, religious, and intellectual history of world civilizations from the earliest cultures through the modern era. Students will describe and defend, at times through research, writing, and possibly presentations, developments on themes such as the emergence and change of early societies, political and legal systems, religious and philosophical systems, and economic systems and trade. Students will explicate developments related to concepts such as absolutism and constitutionalism, growth of nation states, the Enlightenment, imperialism, classical liberalism, revolutions, industrialization, global conflicts, and globalization. Learners will compare and contrast themes across time and geographical regions. (Offered alternate years)

**SS-HI 115 Survey of United States History (3)**
A course focused on our national history, from the pre-Columbian era through the 20th Century. Students will identify and describe information related to: the colonial period, the revolutionary era, the Confederation, the Constitution, early national developments, slavery and sectionalism, the Civil War/Reconstruction, industrialization, World War I, the Great Depression, World War II, the Cold War, and the post-Cold War era. Students will summarize themes in American diversity, culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and U.S. foreign policy. Students will explain causes and effects of social and political developments. (Offered alternate years)

**SS-HI 244 Social History of the 1960s (1)**
A look at the turbulent sixties, with an integration of issues relating to the sexual revolution, rock music, civil rights, the rebellion to authority, the war in Vietnam, etc. (Offered on demand)

**SS-HI 245 History of World War II (1)**
A history of the events which led to this greatest of wars, a chronology of events in both the European and Pacific theaters, and how the war influenced subsequent events. An emphasis will be placed on the involvement and influence of the United States. (Offered on demand)

**SS-HI 310 Cultural and Geo-Historical Settings of the Bible (2-4)**
This course is a field-based exploration concerning the historical and current geography and culture of a particular period in Biblical history. The particular location will be determined by the trip sponsors. Students are required to complete an in-depth analysis of the geographical settings and historical contexts in which Biblical history took place. The student will also be required to explore how the geography and cultural aspects have been affected by contemporary history.

**SS-HI 332 Late 20th Century World History (3)**
This course is a survey of history in the last third of the century. Specific attention will be given to developments in regions, which have seen the greatest changes and impact on world events: Europe; the Middle East; the Far East, especially China. (Offered alternate years)

**SS-HI 334 Kansas History (2)**
A survey of Kansas history from prehistoric to modern times. Focus is on social, economic, military and political history. (Offered on demand)

**SS-HI 343 The American Revolution (2)**
The American revolutionary period is formative to America and her identity in a number of ways: our concepts of democracy and slavery, Native Americans and the intruder’s desire for land, human rights and independence, the balance between individual rights and majority rule, the rule of law and our constitution, religion and the need for virtue, human corruption and the need for limited government, alliances and their dangers, etc.. Some of these are routinely discussed, but others are largely neglected and/or misunderstood. This course attempts to cover as thoroughly as possible this period so the student can comprehend historical facts and thereby grapple with historical as well as related contemporary issues. In addition to the flow of historical events, emphasis will be given to major personalities and the role of religion/Christianity. (Offered on demand)
SS-HI 344 A History of Minorities in the U.S. (2)
Beginning with the treatment of Native Americans by Spanish and English colonists, this course will proceed through the treatment of African slaves, and include perspectives on the experience of Hispanic and Asian immigrants. Social, economic, and legal perspectives will be emphasized. (Offered alternate years)

SS-HI 370 Topics in American History (3)
Selected themes and events introduced in SS-HI 115 Survey of United States History will be covered in greater depth. Students will understand and analyze themes such as the influence of the Protestant Reformation on the Colonies, the uniqueness of the American Experiment, regional differences (pre and post-civil war to the current time), the explosion of the American economic engine, social reforms and political innovations (1880s-1930s), the change from isolation to being a world leader, the U.S. as a defender of democracy and free enterprise, our post-modern society (1960s-80s), and the U.S in a global marketplace. (Offered alternate years)

SS-HI 380 European History: 1400-1900 (3)
An overview of European history from the late middle ages through the unification of Europe. Students will interpret, among other developments, the Reformation, Renaissance, Enlightenment, the age of revolution, and unification of states. Learners will analyze primarily the political, military, and religious domains, though social and economic developments will be addressed. (Offered alternate years)

SS-HI 463 Historiography (2)
Historians bring their own assumptions, political inclinations, and cultural biases to this process. They "construct" the past, sometimes providing a false sense of order and coherence to events which were chaotic and 'accidental' and about which historical information is incomplete and fragmentary. They determine what constitutes acceptable evidence and the questions and topics that are worth investigating. So this course studies how historians have written about the past, including how their assumptions, questions, methods, and expected quality of evidence have changed over time. Beginning with early Greek and Biblical historians, the course will progress to recent debates concerning the discipline. Students will define which historiographic tradition is closest to their own thinking and values and assess its possibilities and shortcomings. As a senior capstone course, the student is required to do a significant amount of writing to display their abilities as a researcher and writer of history. (Offered alternate years)

SS-HI 391 Readings in History (1-3)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in history. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of project/paper to be used for final evaluation. (Offered on demand)

SS-HI 492 History Seminar (1) [WI/Capstone]
This course is offered to history majors as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.). (Offered alternate years)

SOCIAL SCIENCES (HUMAN SERVICES)
SS-HS 100 Introduction to Human Services (3)
Students will examine the human services as a profession. Students will explore the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on employment in the human services professions. Students will explore themselves as potential human service professionals. (Offered Online Only)

SS-HS 200 Legal and Ethical Issues in Human Services (3)
Students will engage ethical matters common to human services. A number of professional codes and values related to health care, education, social work, mental health, law enforcement, and criminal justice will be explored. Students are expected to become familiar with the ethical decision-making process, and to apply these concepts. (Offered Online Only)

SS-HS 300 Applied Case Management (3)
Students will discover the form and function of case management. Through the use of case studies, students will evaluate client needs and clarify the types of data necessary to ensure the timely, ethical, and effective delivery of services. In addition to practicing essential interviewing strategies, students will practice effective models of documenting and retrieving data. (Offered Online Only)

SOCIAL SCIENCES (POLITICAL SCIENCE)
SS-PO 112 Current World Problems (3)
A critical examination of international affairs and issues, evaluated in terms of historical perspective, sociological impact, international political implications, and their effect on American culture and policies. (Offered on demand)

SS-PO 203 American Government (3)
A critical examination of the formal and informal institutions of American government—congress, the presidency, bureaucracy, judiciary, political parties, media and interest groups—in order to understand the political policy and action of our nation. (Offered alternate years)

SS-PO 210 History, Civics, and Social Responsibility (3)
Students are introduced to U.S. and world history by investigating how the past has shaped the present and how personal involvement with the present can shape the future. The role of personal responsibility and its relationship to local, state, national, and global society is discussed at the historical and contemporary level. Specific emphasis is placed on major historical events, political participation, the Constitution, Bill of Rights (and other foundational documents), economics, social justice, and social ethics. (Offered Online and On ground)

SS-PO 333 Political Science & Thought (3)
Designed as an introductory course to political theory, this course will expose the student to political philosophy and its influence on how societies interpret the role of humanity and its governing bodies. (Offered On ground) (Offered alternate years)

SOCIAL SCIENCES (PSYCHOLOGY)
SS-PY 110 General Psychology (3)
A general introduction to psychology with special emphasis upon psychology as a basic science dealing with human behavior. The student is introduced to sensation, perception, learning, personality disorders, psychotherapy, and social psychology. Designed for both majors and non-majors.

SS-PY 201 Developmental Psychology (3)
A study of the physical, mental, social, and personality growth and development for the full life span of the human being. (Offered Online and On ground) (Offered alternate years)

SS-PY 209 Statistics (3)
A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representation, measures of central tendency and dispersion, probability theory and various significant tests of relationship, association, and correlation. Prerequisite: NS-MA 104 College Algebra or equivalent (Offered On ground)

SS-PY 210 Statistics for the Social Sciences (3)
This course is designed to expose the student to the logic of statistical reasoning and its application in the quantitative social sciences. Through a practical approach, the student is provided an accessible introduction to descriptive statistics and statistical inference. It is recommended that the student has completed algebra based course work. (Offered Online)

SS-PY 211 Leadership Development (2)
This course is designed to introduce the student to the basic principles of leadership and followership. The course will investigate the essential elements of both concepts and
challenge the student to master the concepts relative to both. Specific attention will be placed on Leadership Styles, Followership Styles, Personality Styles, Spiritual Gifts, and the Leader/Follower Relationship. (Offered On ground)

**SS-PY 220 Stress Management (3)**

Designed as an applied science course, students will be introduced to the history and science of stress studies. The role of stress (negative and positive) will be reviewed with specific emphasis placed on the interaction of physiological, psychological, and spiritual factors. (Offered Online and On ground) (Offered alternate years)

**SS-PY 226 Introduction to Life Coaching (3)**

In the helping profession, life coaching is becoming a recognized practice that spans the nuances of pastoral/lay counseling and professional clinical counseling. While many of the skills used in pastoral, life coaching, and clinical counseling are similar, there are differences that must be considered. Through this course, students will have the opportunity to master basic elements of life coaching and become familiar with a biblical framework for interpreting the role of coach. (Offered Online) (Offered alternate years on ground)

**SS-PY 305 Human Sexuality (2)**

This course is designed as an exploration in to the biological, psychological, theological, social, moral, and cultural issues related to human sexuality. The intent of this course is to examine sexuality within the context of modern science, contemporary society, and Judeo-Christian perspectives. Emphasis will be placed on helping students develop a holistic appreciation of sexuality and the construction of a sexual ethic that advocates moral responsibility for personal and public sexual health. (Offered Online and On ground) (Offered alternate years)

**SS-PY 307 Child & Adolescent Development (3)**

This course surveys the developmental process of children and adolescents within the context of contemporary culture. The course offers theoretical perspectives and empirical findings as well as opportunities for observation and/or case studies. (Offered on ground by demand)

**SS-PY 309 Adolescent Psychology (3)**

Adolescent Psychology is a practical class for future youth workers, school counselors, lay counselors, professional counselors, social workers, teachers, and anyone who will be in regular contact with adolescents. Building on the foundation obtained through a fundamental study of classical developmental theory and developmental psychology, this course will further enhance the student’s understanding of the role and function of psychology as it relates to adolescents. The course is designed to introduce and familiarize students with the physical, psychological, social, cognitive, spiritual and emotional issues that accompany the transition from childhood to adulthood. The primary focus of this course is on normal adolescence but some contemporary issues associated with problems of adolescents will also be addressed (e.g. substance abuse, delinquency, etc.). (Offered on ground) (Offered alternate years)

**SS-PY 310 Research Methods/Applied Statistics (3)**

Designed to introduce students to the use of statistical models and formulas used in research methodology and design. This research process will be investigated by actively involving the student in developing research questions, hypotheses development, evaluating ethical issues, collecting and analyzing data, and reporting research results. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: SS-MA 209 or SS-PY 210. (Offered on ground and on demand) (Offered alternate years)

**SS-PY 311 Followership & Servant Leadership (3)**

This course will challenge the student to integrate the latest research concerning organizational effectiveness, specifically related to research related to Followership and Servant Leadership. Self-analysis will be balanced with organizational analysis and real world application. The student will exit the course better prepared to be an effective team member. (Offered on demand)

**SS-PY 312 Personality Psychology (3)**

An introduction to the theoretical approaches designed to explain the development of personality. While the purpose of the course is to engage contemporary theories and application of Personality Psychology, historical theories will also be explored. Prerequisite: SS-PY 110 General Psychology. (Offered on ground and alternate years)

**SS-PY 320 Social Psychology (3)**

The study of how the individual is influenced in his or her behavior, attitudes, perceptions, emotions, and thoughts by other people. (Offered Online and On ground) (Offered alternate years)

**SS-PY 325 Counseling (3)**

A combination of theory and practice. Basic listening and counseling skills are stressed and combined with some of the major counseling theories. Prerequisite: SS-PY 110 General Psychology

**SS-PY 327 Christian Counseling (3)**

This course is designed to introduce the student to basic principles and perspectives related to a Christian approach to counseling and lay counseling. Students will investigate specific responses, based on biblical and theological principles, commonly experienced through the life span. (Offered Online only)

**SS-PY 330 Abnormal Psychology (3)**

Students will be exposed to the DSM-IV (diagnostic manual) and all psychological disorders from multiple perspectives. They will study many disorders, all disorders presently listed in the DSM-V, as well as case studies of disorders. Prerequisite: SS-PY 110 General Psychology (Offered On ground and alternate years)

**SS-PY 332 Developmental Psychopathology (3)**

Using the context of developmental psychopathology, this course will introduce the student to normative and non-normative development while investigating the role of biology, family, society, and culture. Emphasis is placed on children and adolescents.

**SS-PY 335 Industrial/Organizational Psychology (3)**

A survey of the applications of psychology in industry, the course topics include personnel selection, training, and performance appraisal; organizational psychology and job design; human engineering of the industrial workplace; and issues of employee motivation, morale, safety and health. An emphasis is placed on the application of psychological principles to the understanding of organizational effects on individual and group behavior. (Offered Online only)

**SS-PY 341 Cognitive Psychology (3)**

This course investigates the concept of human cognition by exploring topics such as perception, attention, action, memory, and problem solving. Each of these topics is investigated from an information processing point of view. Basic theoretical models, classic and recent research, developing theories and applications in areas such as education will be discussed. Prerequisite: SS-PY 101 General Psychology and sophomore standing or above. (Offered on ground and alternate years)

**SS-PY 355 Organizational Behavior (3)**

This course examines the psychological and sociological variables important in understanding individual motivation, group functioning, change, creativity, organizational design, conflict and leadership in organizations. Particular attention is given to the application of leadership and management principles within the organizational structure. (Offering on ground and alternate years)

**SS-PY 391 Readings in Psychology (1-3)**

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in psychology. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of project/paper to be used for final evaluation. (Offered on ground and on demand)
SS-PY 400 Sport & Exercise Psychology (2)
This course focuses on the application of psychological principles within the realm of sports and competition. Special attention will be given to the psychological components of sport that can hinder and enhance the athlete. Coaching and mentoring strategies are evaluated, as well as topics such as motivation, personality, anxiety, performance, and environment. (Offered on ground and alternate years)

SS-PY 403 Physiological Psychology (3)
This course provides a survey of biopsychology and the neurological basis for behavior, including a rudimentary overview concerning the physiology, anatomy and chemistry of the brain and central nervous system. Prerequisite: SS-PY 291 Sophomore Seminar in Social Science. Prerequisite: SS-PY 110 General Psychology. (Offered alternate years)

SS-PY 425 Systems & Theories of Psychology (3)
This course reviews the history of psychology from early developments to contemporary developments. Particular attention will be directed to the development of Christian Psychology and its insights into the field of psychology. Prerequisite: SS-PY 110 General Psychology. (On demand)

SS-PY 431 Introduction to Art Therapy (2-4)
This course provides an introduction to the theoretical and practical use of art within a therapeutic framework. The student will gain a unique perspective of how art and its practice can be used to affect behavioral, spiritual, emotional, and psychological aspects of the human being. The course culminates in the production and presentation of a psychological art exhibit. Prerequisite: SS-PY 110 General Psychology. (On demand)

SS-PY 452 Psychology of Religion (2)
This course will investigate the role of religion and its effects on beliefs, behavior, self-conception, motivation, emotions, and sociological interactions. Students will be challenged to investigate the psychological issues related to conversion, adherence, and ritual. Prerequisite: SS-PY 110 General Psychology. (On demand)

SS-PY 493 Research Project [Psychology] (3)
This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.

SS-PY 495 Internship [Psychology] (3)
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 120 hours of work. (On demand)

SS-PY 498 Capstone [Psychology] (3)
The capstone course provides the student with the opportunity to demonstrate mastery of the knowledge, skills, and abilities obtained through his or her academic journey. The outcome of the course will include two artifacts to include in the student portfolio. The first is a continuation of the Research Project, which will result in the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question. The second is a Comprehensive Case Study applying therapeutic techniques, theories, and perspectives. This course is the educational capstone for those majoring in the psychology/social sciences. It is designed to integrate the learning experience in preparation for further educational endeavors or professional placement. Prerequisite: SS-PY 493.

SOCIAL SCIENCES (SOCIology)

SS-SO 202 Principles of Sociology (3)
An introductory course dealing with social theory, processes, institutions, and problems, it emphasizes the impact society has on the individual. Designed for those desiring to major in the field as well as for others who want an understanding of the structure and functions of society.

SS-SO 306 Social Problems (3)
A close examination of major sociological problems such as those related to race, sexuality, the family, poverty, crime, drug usage, and the environment. Prerequisite: SS-SO 202 — Principles of Sociology. (Offered on demand)

SS-SO 320 Cross Cultural Communications (3)
The course is designed to examine the principles and processes of communicating from one culture to another. Through this course the student will have the opportunity to investigate domestic and international aspects of cross-cultural communication including how culture shapes values, beliefs, worldviews and behaviors. The student will also discover how these same issues impact interpersonal and mass communication. Other topics will include: investigation relative to the dynamics of both verbal and nonverbal communication; barriers to communication; cross-cultural adaptation; cross-cultural conflict and negotiation. Furthermore, students will have opportunity to discuss strategies for practical application that will address these issues and integrate Christian values. (Offered Alternate years)

SS-SO 328 Field Anthropology (4)
This course will provide students with an opportunity to explore anthropological principles and insights in both the classroom and the field. The relationship between the natural environment and various components of culture (material, social, spiritual) will be explored. (Offered occasionally)

SS-SO 381 Marriage and Family (3)
Areas considered include the background of marriage and the family, marriage preparation and partner selection, marital adjustments, and family living. Sociological, spiritual and practical perspectives are all addressed.

SS-SO 458 Sociological Theory (3)
A review and analysis of historical sociological theory including the masters of sociology: Durkheim, Weber, Marx, Pareto, Veblen, and others. Prerequisite: SS-SO 202. (Offered on demand)
EXECUTIVE TEAM

Favara, Leonard F., Ph.D. (Rev.) — President & Chief Academic Officer, 1992-93, 2000
A.A., Central College, McPherson, Kansas, 1989; B.S.M., Central College, McPherson, Kansas, 1993; M.S., Kansas State University, Manhattan, Kansas, 2003; Ph.D., Northcentral University, Prescott, Arizona, 2009.

Ferrell, J. David, Ed.D. — Executive Director CCC Foundation, 1982

Kaufman, Jacob, D.W.S. — Academic Chief of Staff, 2005

Moody, Kyle, M.S. — Athletic Director, 2012
A.S., Vernon Regional Junior College, Vernon, Texas, 2002; B.S., University of Science and Arts of Oklahoma, Chickasha, Oklahoma, 2004; M.S., Texas Tech University, Lubbock, Texas, 2006.

Moore, LeAnn , M.S.— Director, Financial Services and Controller, 2009-15, 2018

Walker, John, M.Ed., - Dean of Student Life, 2018
A.A., Hutchinson Community College, Hutchinson, KS, 2010; B.S., Emmaus Bible College, Dubuque, IA, 2014; M.Ed., Regent University, Virginia Beach, VA, 2016.

FOUNDATION OF CCCK STAFF

Ferrell, J. David — Executive Director CCC Foundation, 1982

Johnston, Joe — Major Gift Officer, 2018

Kroeker, Dean — Foundation Officer, 2007

Schreimann, Mary — Administrative Assistant, Foundation of CCCK, 2017

ADMINISTRATIVE STAFF

Anderson, Charlotte - Bursar, 2018

Barsness, Elijah – Director of Campus Life & Resident Director, 2018
B.S. Emmaus Bible College, 2018.

Blanchard, Kellory - Director of Residence Life & Title IX Coordinator, 2018

Brooks, Libby - Financial Aid and Assistant Women’s Basketball Coach, 2016
B.S. Central Christian College of Kansas, 2016.

Caron, Elizabeth – Manager of Admissions and Marketing, 2017

Craig, Dianne - Support Services: Ministry, 2014

Crown, Bradley - Marketing Design Technician, 2018
B.A., Liberty University, 2018.

Favara, Dea - Director of Dual Credit, 1992-93, 2000-2010, 2011
A.A., Central Christian College of Kansas, 1988; Bachelor of Holistic Nutrition Studies, Clayton College of Natural Health, 2006; Doctor of Naturopathy, Clayton College of Natural Health, 2011.

Fitch, Rose - Assistant Registrar, 2012
B.S., Central Christian College of Kansas, 2009; M.S., Emporia State University, 2011.

Gardner, Guy - Resident Director, Assistant Men’s Basketball Coach, 2015
B.S., Central Christian College of Kansas, 2006.

Hansen, Brad - Director of Enrollment Services, 2014

Himnan, Abby - Resident Director, 2017
B.S. Central Christian College of Kansas, 2012; M.A. Friends University, 2017.

King, Mary - Admissions Counselor, Head Cheer Coach, 2019
B.S. North Park University, 2017.

Linder, Lynda - Assistant Librarian/Archivist, 2014
M.S., Emporia State University, 2004; M.A.R. Liberty University, 2013; M.Div., Liberty University, 2015.

Litwiller, Hannah - Executive Assistant to the President, 2014
B.S.M., Central Christian College of Kansas, 2011.

Losey, Ashley - Resident Director, 2014
B.S., Central Christian College of Kansas, 2012; M.S., John Brown University, 2016.

Madsen, Lois - Director of Financial Aid, 2019

Malone, Matthew - Institutional Effectiveness Analyst, 2017
B.S., Central Christian College of Kansas, 2017.

Mayse, Missy - Student Development Office Manager, 1997

Potter, Katherine - Accounts Payable, 2017

Romero, Lyndsi - Financial Aid Counselor, 2004

Roots, Tricia - Admissions Counselor, 2019
B.S., Manhattan Christian College, 2002; B.S., Kansas State University, 2002; M.S., Kansas State University, 2004.

Skinner, Kathy
Enrollment & Records Clerk, 2017

Terry, Brandon - Network and System Administrator, 2016

Vanderhoof, Doug -- Director of Information Technology, 2006
M.S.B.A., Roberts Wesleyan College, 1986;
ATHLETIC STAFF

Annis, Aaron - Head Softball Coach, 2017

Carr, Tom - Head Wrestling Coach, 2016
B.S., Muskingum University, 2004.

Golden, Marc - Head Women's Basketball Coach, 2017
B.S.B. Central Christian College of Kansas, 2019.

Hoxie, Aaron - Head Men's Soccer Coach, 2011

McNett, Stephen - Head Baseball Coach, 2018

Moody, Kyle - Head Men's and Women's Golf Coach, 2012
A.S., Vernon Regional Junior College, 2002; B.S., University of Science and Arts of Oklahoma, 2004; M.S., Texas Tech University, 2006.

Romero, Tony - Head Men's Basketball Coach, 2004

Schreimann, Don -Women's Wrestling Coach, 2017
B.S., Central Missouri State University, 1974;
M.S., Central Missouri State University, 1977; J.D., University of Missouri – Columbia, 1985.

Stackhouse, Krystina - Head Women's Soccer Coach, 2017
B.S., Central Christian College of Kansas, 2015.

Watson, A.J. - Track and Cross Country Coach, 2018
B.S., Baptist Bible College, 2013.

Webb, Ryan - Head Volleyball Coach, 2019

THIRD PARTY STAFF MEMBERS

Brand, Dan - Director of Facilities, 2017
National Management

Hankins, Krisinda – CDS Director, 2019
Creative Dining Services

Kemp, Tara - Heartbeat Coffee Director, 2017
Heartbeat Coffee

Mendez, Emily - Administrative Assistant, 2014
National Management

Pauls, Kelley - Maintenance, 2013
National Management

Shaw, Amanda - Operations Assistant, 2016
National Management

FACULTY: SCHOOL OF LIBERAL ARTS & SCIENCES

B.A., Willamette University, Salem, Oregon, 1988; M.Ed., Tokyo Gakugei University, Japan, 2006; M.A.T., George Fox University, Portland, Oregon, 2009;


August, Michele R., M.A. — Registrar, 2013

B.S., Old Dominion University, Norfolk, Virginia, 2010; M.B.A., American InterContinental University, Hoffman Estates, Illinois, 2012.

Brown, Cathy, M.E. — Education, 2017
B.S., Tarleton State University, Killeen, TX, 2000; M.E., University of Texas-Tyler, Tyler, TX, 2011.

Bruns, Steven, Ph.D. — Ministry and Theology (Chair), 2016

Craig, Michael A., M.S. — Natural Sciences, 1991
B.S., Greenville College, Greenville, Illinois, 1983; M.S., Emporia State University, Emporia, Kansas, 1996.

Ferrell, J. David, Ed.D. — Business Department (Chair), 1982

B.S., Central Christian College, McPherson, Kansas, 2005; M.A., Kansas State University, Manhattan, Kansas, 2007.

Goering, Amy, M.A. — Art, 2017

Jackson, Robin, Ph.D. — Science & Math (Chair), 2001
B.A., Bethel College, North Newton, Kansas, 1975; M.S., Emporia State University, Emporia, Kansas, 2002; Ed. S., Pensacola Christian College, Pensacola, Florida, 2006; Ph.D., Newburgh Theological Seminary, Newburgh, Indiana, 2011.

Janssen, Brett, Ph.D. — Music & Traditional Music Director (Chair), 2010
A.A., Central Christian College, McPherson, Kansas, 2001; B.M., Wichita State University, Wichita, Kansas, 2004; M.A., University of Central Missouri, Warrensburg, Missouri, 2012; Ph.D. Kansas State University, Manhattan, Kansas, 2012.

Kaufmann, Charles (Rev), DCS — Social Science (Chair), 2001

Kelley, Bev, M.L.S. — Director of Briner Library, 1979-81, 1996

Kroeker, Cheyenne, M.F.T. — Psychology, 2011
A.A., Orange Coast College, Costa Mesa, California, 1996; B.A., Biola University, La Mirada, California, 1999; M.F.T., Hope International University, Fullerton, California, 2009.

Lemon, Joseph, M.F.A. — English, 2017

Muntz, Pat, M.E. — Director of Academic Enrichment, 2011
B.S., University of Central Oklahoma,
Edmond, Oklahoma, 1976; M.E., Wichita State University, Wichita, Kansas, 1980.

**Sparks, Jamie, M.S. – Psychology, 2009**
B.S., Central Christian College, McPherson, Kansas, 2009; M.S., Friends University, Wichita, Kansas, 2011.

**Toelle, Amy, B.A. – Music, 2019**

**Sparks, Jamie, M.S. – Psychology, 2009**
B.S., Central Christian College, McPherson, Kansas, 2009; M.S., Friends University, Wichita, Kansas, 2011.

**Sparks, Jamie, M.S. – Psychology, 2009**
B.S., Central Christian College, McPherson, Kansas, 2009; M.S., Friends University, Wichita, Kansas, 2011.

**Whitehouse, Heath, M.B.A. – Business, 2010**

**Toelle, Amy, B.A. – Music, 2019**

**Sparks, Jamie, M.S. – Psychology, 2009**
B.S., Central Christian College, McPherson, Kansas, 2009; M.S., Friends University, Wichita, Kansas, 2011.

**ADJUNCT FACULTY**

**Bruns, Pamela, M.Div. – Ministry/Theology**

**Corby, Eric, M.A. – Music, 2014**

**Deal, Tonya, M.A. – Education**

**Fithian, Jerry, M.S. - Business**
B.S., Colorado State College, Greeley, Colorado, 1974; M.S., University of Northern Colorado, Greeley, CO, 1994.

**Flemin, Zach, M.A. – Youth Ministry, 2009**
B.S., Central Christian College, McPherson, Kansas, 2005; M.A. Huntington University, Indiana, 2013.

**Hultberg, Jill, M.C.I., - Education**

**Miller, Diane, M.S. – Accounting, 2012**

**Muehler, Chad, M.S. – Sport Science, 2018**
B.G.S., Missouri Southern State University, Joplin, Missouri, 2006; M.S., California University of Pennsylvania, California, Pennsylvania, 2007.

**Schreimann, Don – Social Science, J.D. – Social Science**
B.S., Central Missouri State University, Warrensburg, MO, 1974; M.S., Central Missouri State University, Warrensburg, MO, 1977; J.D., University of Missouri – Columbia, Columbia, MO, 1985.

**Seymore, Sam, Ed.D., Ph.D. – Piano, 2008**
B.S. Delta State University, Cleveland, Mississippi, 1960; M. Ed. Delta State University, Cleveland, Mississippi, 1962; Ed. D., University of Montana, Missoula, Montana, 1969; Ph. D. Kansas State University, Manhattan, Kansas, 1972.

**Worden, Celaine, M.S.E. – Education, 2017**
B.A. University of Northern Colorado, Greeley, Colorado, 2003; B.S.E., University of Kansas, Lawrence, Kansas, 2005; M.S.E., University of Kansas, Lawrence, Kansas, 2006.
EMERITI

Alexander, Marie, B.S. — Registrar
Central Christian College, 1989-2011

Allen, Ronald F., Ph.D. — Education
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, 2004-2018

Crown, Mary E., B.A. — Registrar

Hadduck, Carol Ruth, A.B. — Humanities Instructor (Music)
Central Christian College, 1976-1992

Hill, Rick, M.B.A. — Business (Chair), Economics, Management
Central Christian College, 2000-2010

Fithian, Jerome K., M.S. — Business (Chair), Accounting, Information Processing

Ivers, Betty L., M.S. — Biological Sciences
Central Christian College, 1955-1990

Ivers, Keith P., M.S. — Sport & Health Sciences; Athletic Director
Central Christian College, 1955-1990

Johnson, Bruce C., D. Min. — Philosophy & Religion Department Chair
Central Christian College, 1978-1997

Mason, Donald L., Ed.D. — President
Central Christian College, 1990-1996

McHenry, Merrill G., Ph.D. — Multidisciplinary Studies
Central Christian College, 1993-2005

Milam, Marlys J., M.S. — English
Central Christian College, 1998-2011

Nippert, Pat, M.S. — Education
Central Christian College, 2008-2012

Short, H. Harold, M.S.T. — Chemistry; Industrial Arts
Wessington Springs College & Academy (2 yrs.)
Central Christian College, 1978-2001

Wolcott, Robert, D. Th. — Philosophy & Religion Department Chair; Missions
Central Christian College, 1991-2010

Wolcott, Sylvia H., M.M. — Music Department Chair & Instructor; Spanish
Central Christian College, 1991-2010
FACULTY: SCHOOL OF PROFESSIONAL & DISTANCE EDUCATION  
(ADJUNCT)

Barreiro, Enrique, M.A. – Sports Management  
Central Christian College, 2012

Bowman, Joan, Ph.D. – History, Sociology  
B.S., Sam Houston State University, Huntsville, Texas, 1997; M.Ed., University of Nebraska-Lincoln, Lincoln, Nebraska; Ph.D., Capella University, Minneapolis, Minnesota, 2004.  
Central Christian College, 2012

Brown, Jack, Ph.D. – Criminal Justice  
B.S., University of Southern Mississippi, Hattiesburg, Mississippi, 1995; M.S., University of Southern Mississippi, Hattiesburg, Mississippi, 1996; Ph.D., University of Southern Mississippi, Hattiesburg, Mississippi, 2002.  
Central Christian College, 2013

Burleson, Rita – English  
Central Christian College, 2015

Conner, Rosalind, M.A. – Healthcare  
B.S. University of Cincinnati, Cincinnati, Ohio; M.A Lesley College, Cambridge, Massachusetts, 1981.  
Central Christian College 2015

Damron, Ty, M.A. – Bible  
B.A., Biola University, La Mirada, California, 2000; M.A., Biola University, La Mirada, California, 2004.  
Central Christian College, 2014

Deal, Jeff, M.A. – Criminal Justice  
A.A., Hutchinson Community College, Hutchinson, Kansas; B.S., Kansas State University, Manhattan, Kansas, 1993; M.P.A., University of South Dakota, Vermillion, South Dakota, 1993.  
Central Christian College, 2011

Donaldson, Mary Beth, Ed.D. – Psychology  
Central Christian College, 2015

Donaldson, Patrick, Ed.D. – Social Science  
Central Christian College, 2015

Eis, Danette, M.S. – Counseling  
B.S., Kansas State University, Manhattan, Kansas, 1978; M.S., Emporia State University, Emporia, Kansas, 1983.  
Central Christian College, 2012

Erickson, Rollis, Ph.D. – Business and Bible  
B.A. Warner University, Lake Wales, FL, 1996; M.A., Reformed Theological Seminary, Atlanta, GA, 1998; Ph.D., Regent University, Virginia Beach, FL, 2005.  
Central Christian College, 2015

Favara, Deanna, D.N. – Basic Nutrition  
A.A., Central Christian College of Kansas, McPherson, KS, 1988; Bachelor of Holistic Nutrition Studies, Clayton College of Natural Health, Birmingham, AL, 2006; Doctor of Naturopathy, Clayton College of Natural Health, Birmingham, AL, 2011.  
Central Christian College, 2017

Goering, Amy, M.A. – Art  
Central Christian College, 2017

Greco, Tom, M.A. – Criminal Justice  
Central Christian College, 2013

Halbmaier, Sarah, M.L.S. – Criminological Theory  
Central Christian College, 2012

Hoodman, Kyle, M.Ed. — Ministry and Philosophy  
A.A., Orange Coast College, Costa Mesa, California, 2002; B.A. California State University, Long Beach, California, 2004; M.Ed., Biola University, La Mirada, California, 2010.  
Central Christian College, 2011

Hoxie, Aaron, M.S. – Wellness  
Central Christian College, 2012

Janssen, Brett, Ph.D. – Music  
A.A., Central Christian College, McPherson, Kansas, 2001; B.M., Wichita State University, Wichita, Kansas, 2004; M.A., University of Central Missouri, Warrensburg, Missouri, 2011; Ph.D. Kansas State University, Manhattan, Kansas, 2017.  
Central Christian College, 2010

Kaufman, Jacob, D.W.S. – Music/Theology  
Central Christian College, 2005

Kroeker, Cheyenne, M.F.T. – Psychology  
A.A., Orange Coast College, Costa Mesa, California, 1996; B.A., Biola University, La Mirada, California, 1999; M.F.T., Hope International University, Fullerton, California, 2009.  
Central Christian College, 2011

Kroeker, Dean, Ed.D. – Business  
B.S., Biola University, La Mirada, California, 1993; M.A., National University, La Jolla, California, 1998; Ed. D., Pepperdine University, Malibu, California, 2004.  
Central Christian College, 2007

Leatherman, Jodi, M.B.A. – Sociology  
A.A Highland Community College, Highland, Kansas, 1999; B.A., Baker University, Baldwin, Kansas, 2001; M.B.A., Northwest Missouri State University, Maryville, Missouri, 2005.  
Central Christian College, 2011

Leiba, Elizabeth, M.A., M.B.A. – English  
B.S., University of Florida, Gainesville, FL, 1997; M.A., University of Phoenix, Fort Lauderdale, FL, 2002; M.B.A., University of Phoenix, Fort Lauderdale, 2007; M.A., Western New Mexico University, Silver City, NM, 2011.  
Central Christian College, 2015

Mackey, Ryan D. (Rt. Rev.), M.M. – Music  
Central Christian College, 2006

Martin, Richard, M.B.A – Economics  
Central Christian College, 2018

Meyer, Suzanne, M.Ed.- Math  
B.S., Blue Mountain College, Blue Mountain, MS, 2003; M.Ed., University of Mississippi, University, MS, 2009.  
Central Christian College, 2018

Miller, Diane, M.S. – Accounting  
Central Christian College, 2012

Mooney, Jody, M.F.T. – Psychology  
B.S., Hope International University, Fullerton, CA, 2006; M.F.T., Hope International University, Fullerton, CA, 2009.  
Central Christian College, 2016
Munguya, Arnot, M.B.A. – Business
*Central Christian College, 2013*

Nicholas, Nina, Ph.D. – Psychology
M.S., Amridge University, Montgomery, AL, 1999; Ph.D., Capella University, Minneapolis, MN, 2005.
*Central Christian College, 2016*

Nicholas, William, Ph.D. – Psychology
B.S., Palm Beach Atlantic University, West Palm Beach, FL, 1997; M.S., Palm Beach Atlantic University, West Palm Beach, FL, 1998, Ph.D., Capella University, Minneapolis, MN, 2005.
*Central Christian College, 2015*

Nitsch, Susan, J.D. – Criminal Justice
B.S., University of Kansas, Lawrence, KS 1982; Law JD, University of Missouri, Kansas City, Kansas City, MO, 1986.
*Central Christian College, 2017*

Painter, Vincent O., M.A. – Managerial Marketing
B.S., Friends University, Wichita, Kansas, 1987; M.A., Webster University, Wichita, Kansas, 1993.
*Central Christian College, 2009*

Parisi, Georginne, M.B.A. – Business, SS, Ethics
M.B.A., National University, San Diego, California, 1985; B.A., University of South Florida, Tampa, Florida, 1981.
*Central Christian College, 2013*

Randall, Shea – Biblical Studies/Law
B.A. Biola University, La Mirada, California, 2000; M.A. Biola University, La Mirada, California, 2005.
*Central Christian College, 2015*

Rardon, Janell, M.A. – Psychology, English
*Central Christian College, 2011*

Schroeder, Doug, M.P.S – Criminal Justice
*Central Christian College, 2018*

Sidovich, Rebecca, M.A. – Social Science
B.A., Biola University, La Mirada, California, 1977; M.A., Pepperdine University, Malibu, California, 1989.
*Central Christian College, 2012*

Starke, Samantha – Healthcare
B.S. Missouri State University, Maryville, Missouri, 2007; M.A. Webster University, Webster Groves, Missouri, 2009; Ph.D. A.T. Still University, Mesa, Arizona, 2013.
*Central Christian College, 2015*

Tucker, John, M.B.A. – Criminal Justice
*Central Christian College, 2013*

Whiting, Beth, Ph.D. – Psychology
B.A., Seattle Pacific University, Seattle, WA, 1993; M.A., Asbury Theology Seminary, Wilmore, KY, 1997; Ph.D., Gonzaga University, Spokane, WA, 2015.
*Central Christian College, 2014*

Wallace, Sean, M.A. – Statistics in Criminal Justice, Introduction to Law Enforcement
B.A., Wichita State University, Wichita, Kansas, 1998; M.A.; Wichita State University, Wichita, Kansas, 2002; Graduate of the FBI National Academy, 2005; Graduate of the Northwestern University Center for Public Safety Senior Managers Leadership Program.
*Central Christian College, 2012*

Warner, Nathan, M.S.L. – Business
B.S., Palm Beach Atlantic University, West Palm Beach, Florida, 2008; M.S.L., Palm Beach Atlantic University, West Palm Beach, Florida, 2015.
*Central Christian College, 2015*

Walter, Eric, M.A. – Bible, Philosophy
B.A., La Mirada, California, 1997; M.A., Biola University, La Mirada, California, 2004.
*Central Christian College, 2013*

Williams, Rebecca, M.A. – English
*Central Christian College, 2015*
Armstrong, Linda, A.B.D. – Social Science

Conner, Lindy, M.E. – English and Speech

Eigsti, Chad, M.A. – Bible
A.S., Hutchinson Community College, Hutchinson, KS, 2002; B.A. Moody Bible Institute, Chicago, IL, 2005; M.A., Midwestern Baptist Theological Seminary, 2017.

Houghton, Leah, M.S.W. – Mental Health

Huck, Angela, M.M.E. – Music Appreciation

Kidd, Tammy, M.A. – Math
B.A., Western Governors University, Salt Lake City, UT, 2007; M.A., Western Governors University, Salt Lake City, UT, 2012.

Lucas, Andrew, M.Div.

Marshall, Holly, M.A. – Math

Meyer, Suzanne, M.Ed. – Math
B.S., Blue Mountain College, Blue Mountain, MS, 2003; M.Ed., University of Mississippi, University, MS, 2009.

Mills, Matthew, M.P.H. – Epidemiology and Biostatistics
B.S., University of Southern Mississippi, Hattiesburg, MS, 2001; M.P.H., University of Southern Mississippi, 2002.

Neufeld, Janet, M.S.T. – Humanities

Pederson, Greg, M.S. – Math
B.S., University of Sioux Falls, Sioux Falls, SD, 1983; M.S., South Dakota State University, Brookings, SD, 2006.

Price, Tracy, M.Ed. – Educational Psychology
B.G.S., Wichita State University, Wichita, KS, 1996; M.Ed., Wichita State University, 2006.

Shultz, Lori, M.Ed. – Social Science

Stickler, Jeffrey, M.A. – Social Science
B.S., Ball State University, Muncie, IN, 1997; M.A. Ball State University, Muncie, IN, 2009.

Watson, Jason, M.A. – History
<table>
<thead>
<tr>
<th>CURRENT TRUSTEE NAME</th>
<th>TERM EXPIRATION</th>
<th>EMERITUS BOARD MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Tony Allison</td>
<td>2020</td>
<td>Mrs. Phyllis Atkinson</td>
</tr>
<tr>
<td>Col. Gail Arnott</td>
<td>2022</td>
<td>Mr. Eric Baird</td>
</tr>
<tr>
<td>Dr. Gary Anderson</td>
<td>2020</td>
<td>Dr. Robert Burns</td>
</tr>
<tr>
<td>Mr. Dan Claassen</td>
<td>2022</td>
<td>Mr. Lee Craven</td>
</tr>
<tr>
<td>Rev. Bruce Cromwell</td>
<td>2022</td>
<td>Mr. Larry Doskocil</td>
</tr>
<tr>
<td>Rev. Lucia Delamarter</td>
<td>2022</td>
<td>Mr. Edwin Fullmer</td>
</tr>
<tr>
<td>Dr. Dave Kessler</td>
<td>2020</td>
<td>Mr. Bob Green</td>
</tr>
<tr>
<td>Dr. Frank Kline</td>
<td>2021</td>
<td>Dr. Claude E. Griffith</td>
</tr>
<tr>
<td>Mr. James Nelson</td>
<td>2021</td>
<td>Dr. Robert Hughes</td>
</tr>
<tr>
<td>Dr. Mary Oehlert</td>
<td>2022</td>
<td>Dr. Harvey Ludwick</td>
</tr>
<tr>
<td>Mr. Melvin Sanders</td>
<td>2022</td>
<td>Dr. Don Mason</td>
</tr>
<tr>
<td>Mr. David Schimke</td>
<td>2021</td>
<td>Mr. Galen Myers</td>
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<td>Dr. Don Scandrett</td>
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<td>Dr. Charles Stephens</td>
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<td>Mr. Herald Walton</td>
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<tr>
<td>Event</td>
<td>Fall 2019</td>
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<tr>
<td>Registration Day — New Students</td>
<td>Aug 17 (S)</td>
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<tr>
<td>Registration Day (Fall 1 online &amp; evening classes begin); Last Day to add Fall 1 online course</td>
<td>Aug 19 (M)</td>
<td></td>
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<tr>
<td>Fall day classes Begin</td>
<td>Aug 20 (T)</td>
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<tr>
<td>Labor Day (No Classes)</td>
<td>Sep 2 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to add a full semester &amp; Fall 2 online course for credit</td>
<td>Aug 23 (F)</td>
<td></td>
</tr>
<tr>
<td>Engage Days – abbreviated morning classes</td>
<td>Sep 10 (T)</td>
<td></td>
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<tr>
<td>All School Service Day (No Classes)</td>
<td>Sept 11 (W)</td>
<td></td>
</tr>
<tr>
<td>Enrollment Reporting (Census) Day</td>
<td>Sep 13 (F)</td>
<td></td>
</tr>
<tr>
<td>Fall 1 Online Course Ends</td>
<td>Sep 29 (Su)</td>
<td></td>
</tr>
<tr>
<td>Fall 2 Online Course Begins</td>
<td>Sep 30 (M)</td>
<td></td>
</tr>
<tr>
<td>Homecoming/Family Weekend</td>
<td>Oct 4-6 (F-Sun)</td>
<td></td>
</tr>
<tr>
<td>Mid-semester (End of Term 1)</td>
<td>Oct 11 (F)</td>
<td></td>
</tr>
<tr>
<td>Fall Break (No Classes) (Faculty Work Days)</td>
<td>Oct 10-11 (R-F)</td>
<td></td>
</tr>
<tr>
<td>Term 2 courses begin; Mid-semester grades due by 12 p.m. (noon)</td>
<td>Oct 14 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a full-term course with a W</td>
<td>Oct 21 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Fall 2 Online Course with a W</td>
<td>Oct 20 (Su)</td>
<td></td>
</tr>
<tr>
<td>Fall 2 Online Course Ends</td>
<td>Nov 10 (Su)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Term 2 course without a grade</td>
<td>Nov 12 (T)</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Nov 25- Dec 1 (M-Sun)</td>
<td></td>
</tr>
<tr>
<td>Assessment/Finals Week</td>
<td>Dec 9-12 (M-R)</td>
<td></td>
</tr>
<tr>
<td>Faculty Assessment Days</td>
<td>Dec 16-17 (M-T)</td>
<td></td>
</tr>
<tr>
<td>Final grades due by 12 p.m. (noon)</td>
<td>Dec 16 (M)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Spring 2020</td>
<td></td>
</tr>
<tr>
<td>Faculty Office Day</td>
<td>Jan 3 (F)</td>
<td></td>
</tr>
<tr>
<td>Last Day to add a Spring 1 Online Course</td>
<td>Jan 3 (F)</td>
<td></td>
</tr>
<tr>
<td>Registration Day for New Students</td>
<td>Jan 6 (M)</td>
<td></td>
</tr>
<tr>
<td>First day of classes (Spring 1 Online and Evening)</td>
<td>Jan 6 (M)</td>
<td></td>
</tr>
<tr>
<td>First day of daytime classes</td>
<td>Jan 7 (T)</td>
<td></td>
</tr>
<tr>
<td>Last day to add a full semester course for credit</td>
<td>Jan 10 (F)</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (No Classes)</td>
<td>Jan 20 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Spring 1 Online course with a W</td>
<td>Jan 26 (Su)</td>
<td></td>
</tr>
<tr>
<td>Enrollment Reporting Day</td>
<td>Jan 31 (F)</td>
<td></td>
</tr>
<tr>
<td>Spring 1 Online Course Ends</td>
<td>Feb 17 (Su)</td>
<td></td>
</tr>
<tr>
<td>Spring 2 Online Course Begins</td>
<td>Feb 18 (M)</td>
<td></td>
</tr>
<tr>
<td>Mid-semester (End of Term 1)</td>
<td>Feb 28 (F)</td>
<td></td>
</tr>
<tr>
<td>Term 2 courses begin; Mid-semester grades due by 12 p.m. (noon)</td>
<td>Mar 2 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Spring 2 Online Course with a W</td>
<td>Mar 8 (Su)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a full-term course with a W</td>
<td>Mar 10 (T)</td>
<td></td>
</tr>
<tr>
<td>Spring Break**</td>
<td>Mar 14-22 (Sat-Sun)</td>
<td></td>
</tr>
<tr>
<td>Spring 2 Online Course Ends</td>
<td>Mar 29 (Su)</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Registration Day (no on-campus classes)</td>
<td>Apr 1 (W)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Term 2 course with a W</td>
<td>Apr 9 (R)</td>
<td></td>
</tr>
<tr>
<td>Good Friday (no classes)</td>
<td>Apr 10 (F)</td>
<td></td>
</tr>
<tr>
<td>Easter Travel Day (no day classes, evening classes in session)</td>
<td>Apr 13 (M)</td>
<td></td>
</tr>
<tr>
<td>Assessment/Finals Week</td>
<td>Apr 27-30</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate – Commencement</td>
<td>May 1-2</td>
<td></td>
</tr>
<tr>
<td>Faculty Assessment Days</td>
<td>May 4-5</td>
<td></td>
</tr>
<tr>
<td>Final grades due by 12 p.m. (noon)</td>
<td>May 4 (M)</td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer 2020</strong></td>
<td></td>
</tr>
<tr>
<td>Summer term/ May term begins</td>
<td>May 4 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a May term class</td>
<td>May 6 (W)</td>
<td></td>
</tr>
<tr>
<td>All Schools Day (no classes)</td>
<td>May 8 (F)</td>
<td></td>
</tr>
<tr>
<td>Last day to add a Summer course for credit</td>
<td>May 10 (Su)</td>
<td></td>
</tr>
<tr>
<td>Summer 1 Online Course Begins</td>
<td>May 11 (M)</td>
<td></td>
</tr>
<tr>
<td>End of May term</td>
<td>May 22 (F)</td>
<td></td>
</tr>
<tr>
<td>Memorial Day (No Classes)</td>
<td>May 25 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Summer 1 Online Course with a W</td>
<td>May 31 (Su)</td>
<td></td>
</tr>
<tr>
<td>Mid-term</td>
<td>Jun 26 (F)</td>
<td></td>
</tr>
<tr>
<td>Summer 1 Online Course Ends</td>
<td>Jun 21 (Su)</td>
<td></td>
</tr>
<tr>
<td>Independence Day Observed (No Classes)</td>
<td>Jul 3 (R)</td>
<td></td>
</tr>
<tr>
<td>Summer 2 Online Course Begins</td>
<td>Jul 6 (M)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a full-term course with a W</td>
<td>Jul 10 (F)</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a Summer 2 Online Course with a W</td>
<td>Jul 26 (Su)</td>
<td></td>
</tr>
<tr>
<td>Last day of Summer 2 Online Course/ Summer Term</td>
<td>Aug 16 (Su)</td>
<td></td>
</tr>
<tr>
<td>Final grades due by 12 p.m. (noon)</td>
<td>Aug 19 (W)</td>
<td></td>
</tr>
</tbody>
</table>
STATE AUTHORIZATION

DISTANCE EDUCATION – STATE REQUIREMENTS

In compliance with federal regulations, Central Christian College of Kansas 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 in the Office of the Provost at Central Christian College of Kansas.

FINANCIAL AID

Central Christian College must maintain minimum program standards as set by the Department of Education to continue offering Federal Title IV Financial Aid. The school may agree to standards that are set to a higher level if it so chooses in order to conform to state regulations. Students living in the following states will have additional standards that have been agreed upon.

WISCONSIN

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

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

Wisconsin Refund Policy

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

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

Refunds will be made within 10 business days of cancellation.

A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund as follows:

<table>
<thead>
<tr>
<th>At Least</th>
<th>But Less Than</th>
<th>Refund of Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit/class</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>30%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>40%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>60%</td>
<td>No</td>
<td>No refund</td>
</tr>
</tbody>
</table>

As part of this policy, the school may retain a one-time application fee of no more than $100. The school will make every effort to refund prepaid amounts of books, supplies, and other charges. A student will receive the refund within 40 days of termination date. If a student withdraws after completing 60% of instruction, and withdrawal is due to mitigating circumstances beyond the student’s control, the school may refund a pro rata amount.

A written notice of withdrawal is not required.

Wisconsin Constructive Notice of Withdrawal Policy

Wisconsin students will follow the institutions withdrawal policy on page 47-50. However, Wisconsin students institutional refund policy will be based on Last Date of Attendance (LDA) instead of Date of Determination. The Financial Aid Office is required to calculate the return of Title IV funds by use of the Last Date of Attendance based on data collected from course records.

Wisconsin Complaint Policy

Wisconsin students must first exhaust the complaint/grievance procedures established by the institution (page 80). If an issue cannot be successfully resolved through the institution’s grievance policy, as student can contact the Wisconsin Educational Approval Board:

431 Charmany Drive, Suite 102
Madison, WI 53719
(608) 266-1996
http://eab.state.wi.us/
EABMail@eab.wisconsin.gov
<table>
<thead>
<tr>
<th>State</th>
<th>Status</th>
<th>Website/Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>Approved by the Alaska Commission of Postsecondary Education, Expires 7/19/19</td>
<td><a href="http://acpe.alaska.gov/ABOUT_US/Consumer_Protection">http://acpe.alaska.gov/ABOUT_US/Consumer_Protection</a></td>
</tr>
<tr>
<td>Arizona</td>
<td>Exempt due a lack of physical presence in the state 9A.R.S. § 32-3001(5). [Correspondence: June, 2011]</td>
<td><a href="http://ppse.az.gov/content/student-complaint-procedure">http://ppse.az.gov/content/student-complaint-procedure</a></td>
</tr>
<tr>
<td>Arkansas</td>
<td>Application in progress</td>
<td><a href="http://www.adhe.edu/students-parents/colleges-universities/student-grievance-form">http://www.adhe.edu/students-parents/colleges-universities/student-grievance-form</a></td>
</tr>
<tr>
<td>Delaware</td>
<td>Exempt from authorization due to not being incorporated in Delaware or having a physical presence in the state.</td>
<td><a href="http://attorneygeneral.delaware.gov/">http://attorneygeneral.delaware.gov/</a></td>
</tr>
<tr>
<td>Georgia</td>
<td>Allowed to continue to offer distance education to students who were enrolled while we were a SARA state, however, no longer can admit new students (Email: June 2016)</td>
<td><a href="https://gnpec.org/gnpec-authorized-school-complainant-form/">https://gnpec.org/gnpec-authorized-school-complainant-form/</a></td>
</tr>
<tr>
<td>Idaho</td>
<td>Exempt from authorization due to lack of physical presence in state. [Email October, 2011]</td>
<td><a href="https://boardofed.idaho.gov/priv_col_univ/student_complaint.asp">https://boardofed.idaho.gov/priv_col_univ/student_complaint.asp</a></td>
</tr>
<tr>
<td>Illinois</td>
<td>Exempt from authorization due to lack of physical presence in state (23 I.A.C.S. 1030.10). [Email Letter, 2012</td>
<td><a href="http://www.ibhe.state.il.us/consumerInfo/complaint.htm">http://www.ibhe.state.il.us/consumerInfo/complaint.htm</a></td>
</tr>
<tr>
<td>Indiana</td>
<td>Not approved</td>
<td><a href="http://www.in.gov/che/2744.htm">http://www.in.gov/che/2744.htm</a></td>
</tr>
<tr>
<td>Iowa</td>
<td>Not approved</td>
<td><a href="https://www.iowacollegetaid.gov/sdraf-start">https://www.iowacollegetaid.gov/sdraf-start</a></td>
</tr>
<tr>
<td>Kansas</td>
<td>Approved due to physical presence in state and recognition by the Board of Regents</td>
<td><a href="http://www.kansasregents.org/students/university_student_complaints">http://www.kansasregents.org/students/university_student_complaints</a></td>
</tr>
<tr>
<td>Kentucky</td>
<td>Exempt from authorization due to lack of physical presence in state (13 KAR 1:020 Section 19(a)-(e). [Correspondence: July, 2016]</td>
<td><a href="http://cpe.ky.gov/campuses/consumer_complaint.html">http://cpe.ky.gov/campuses/consumer_complaint.html</a></td>
</tr>
<tr>
<td>Louisiana</td>
<td>Exempt due to lack of physical presence [Correspondence: March 2017]</td>
<td><a href="http://www.regents.la.gov/page/StudentComplaints">http://www.regents.la.gov/page/StudentComplaints</a></td>
</tr>
<tr>
<td>Maryland</td>
<td>Not approved</td>
<td><a href="http://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaintaspx">http://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaintaspx</a></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Exempt from authorization due to lack of physical presence in state (610 CMR 2.00). [Correspondence: November, 2012]</td>
<td><a href="http://www.mass.edu/forstufam/complaints/complaints.asp">http://www.mass.edu/forstufam/complaints/complaints.asp</a></td>
</tr>
<tr>
<td>Michigan</td>
<td>Not approved</td>
<td><a href="http://www.michigan.gov/lara/0,4601,7-154-61343_35395---,00.html">http://www.michigan.gov/lara/0,4601,7-154-61343_35395---,00.html</a></td>
</tr>
<tr>
<td>Minnesota</td>
<td>Not approved</td>
<td><a href="http://www.che.state.mn.us/mpg.cfm?pageID=1078">http://www.che.state.mn.us/mpg.cfm?pageID=1078</a></td>
</tr>
<tr>
<td>Nevada</td>
<td>Approved via Online Education Certification, no renewal necessary as long as there are not changes to five statements of certification. [Notification letter, 3/18/2013 from the State of Nevada Commission on Postsecondary Education]. No renewal.</td>
<td><a href="http://www.cpe.state.nv.us/CPE%20Applications.htm">http://www.cpe.state.nv.us/CPE%20Applications.htm</a></td>
</tr>
<tr>
<td>State</td>
<td>Status/Relevant Information</td>
<td>Website/Link</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Exempt from authorization due to lack of physical presence in state (N.J.A.C. 9A:1-1.2). (Correspondence: October, 2014)</td>
<td><a href="http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml">http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml</a></td>
</tr>
<tr>
<td>New Mexico</td>
<td>Not approved</td>
<td><a href="http://www.hed.state.nm.us/institutions/complaints.aspx">http://www.hed.state.nm.us/institutions/complaints.aspx</a></td>
</tr>
<tr>
<td>North Carolina</td>
<td>Exempt from authorization due to lack of physical presence in state (G.S. 116-15). [Correspondence: January, 2016]</td>
<td><a href="https://www.northcarolina.edu/complaints">https://www.northcarolina.edu/complaints</a></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Exempt from authorization due to lack of physical presence in state. [Letter: June, 2013]</td>
<td><a href="https://www.okhighered.org/current-college-students/complaints.shtml">https://www.okhighered.org/current-college-students/complaints.shtml</a></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Not Approved</td>
<td><a href="http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1">http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1</a></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Exempt from authorization due to lack of physical presence in state. [Email: October 2011]</td>
<td><a href="https://www.ropec.edu/page/student_complaint/">https://www.ropec.edu/page/student_complaint/</a></td>
</tr>
<tr>
<td>South Carolina</td>
<td>Exempt from authorization due to lack of physical presence in state (Nonpublic Postsecondary Institution License Act; Chapter 62 SC – Section 59-58-20). [Correspondence: July, 2016]</td>
<td><a href="http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf">http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf</a></td>
</tr>
<tr>
<td>South Dakota</td>
<td>No system of authorization. [Email: June, 2011]</td>
<td><a href="https://www.sdstate.edu/continuing-distance-education/complaint-process">https://www.sdstate.edu/continuing-distance-education/complaint-process</a></td>
</tr>
<tr>
<td>Vermont</td>
<td>Exempt from authorization due to lack of physical presence in state. [Letter: October, 2011]</td>
<td><a href="https://www.usa.gov/state-consumer/vermont">https://www.usa.gov/state-consumer/vermont</a></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Authorized to offer BSW and Healthcare Degrees. Expires 12/31/19</td>
<td><a href="http://eab.state.wi.us/resources/complaint.asp">http://eab.state.wi.us/resources/complaint.asp</a></td>
</tr>
</tbody>
</table>