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.
Welcome to Central Christian College of Kansas. We are excited about the opportunity to partner with you in your educational endeavors. It is our belief that God has brought you here for a reason and that together we will prepare you for God’s call upon your life.

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

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

Our faculty are gifted and inspired to challenge 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. That is true regardless of the learning environment you choose.

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,

Hal V. Hoxie
President
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>History of Central Christian College of Kansas</td>
<td>13</td>
</tr>
<tr>
<td>Buildings</td>
<td>18</td>
</tr>
<tr>
<td>Student Life – School of Liberal Arts &amp; Sciences</td>
<td>19</td>
</tr>
<tr>
<td>Admissions – School of Liberal Arts &amp; Sciences</td>
<td>24</td>
</tr>
<tr>
<td>Admissions – School of Professional &amp; Distance Education</td>
<td>28</td>
</tr>
<tr>
<td>Transfer Credit Policies</td>
<td>31</td>
</tr>
<tr>
<td>Financial Aid – School of Liberal Arts &amp; Sciences</td>
<td>37</td>
</tr>
<tr>
<td>Financial Aid – School of Professional &amp; Distance Education</td>
<td>47</td>
</tr>
<tr>
<td>Veterans, Active Military, and Dependents/Survivors</td>
<td>53</td>
</tr>
<tr>
<td>Academics – School of Liberal Arts &amp; Sciences</td>
<td>57</td>
</tr>
<tr>
<td>Academics – School of Professional &amp; Distance Education</td>
<td>71</td>
</tr>
<tr>
<td>General Education School of Professional &amp; Distance Education</td>
<td>80</td>
</tr>
<tr>
<td>Bachelor of Science in Criminal Justice (Online)</td>
<td>81</td>
</tr>
<tr>
<td>Bachelor of Science in Healthcare Administration (Online)</td>
<td>83</td>
</tr>
<tr>
<td>Bachelor of Business Administration - Healthcare Management (Online)</td>
<td>85</td>
</tr>
<tr>
<td>Bachelor of Science in Business - Organizational Leadership (Online)</td>
<td>87</td>
</tr>
<tr>
<td>Bachelor of Science in Ministry - Ministry Leadership (EXCEL/Online)</td>
<td>89</td>
</tr>
<tr>
<td>Bachelor of Science in Business - Organizational Leadership (Non-Residential-EXCEL)</td>
<td>91</td>
</tr>
<tr>
<td>General Education School of Liberal Arts &amp; Sciences</td>
<td>96</td>
</tr>
<tr>
<td>Aviation Management</td>
<td>100</td>
</tr>
<tr>
<td>Business</td>
<td>103</td>
</tr>
<tr>
<td>Communications</td>
<td>109</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>114</td>
</tr>
<tr>
<td>Education – Elementary Education</td>
<td>116</td>
</tr>
<tr>
<td>Education – Secondary (English; History/Government; Math)</td>
<td>120</td>
</tr>
<tr>
<td>Education (Physical Education: PreK-12)</td>
<td>126</td>
</tr>
<tr>
<td>English</td>
<td>130</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>132</td>
</tr>
<tr>
<td>Ministry and Theology</td>
<td>138</td>
</tr>
<tr>
<td>Music</td>
<td>144</td>
</tr>
<tr>
<td>Natural Science</td>
<td>149</td>
</tr>
<tr>
<td>Psychology</td>
<td>154</td>
</tr>
<tr>
<td>History</td>
<td>156</td>
</tr>
<tr>
<td>Pre-law – Liberal Studies</td>
<td>158</td>
</tr>
<tr>
<td>Sport Science &amp; Health</td>
<td>160</td>
</tr>
<tr>
<td>Minors</td>
<td>163</td>
</tr>
</tbody>
</table>
Course Descriptions – School of Liberal Arts & Sciences .............................................................. 169
Course Descriptions – School of Professional & Distance Education ........................................... 196
Administration .......................................................................................................................... 201
Faculty: School of Liberal Arts & Sciences .............................................................................. 201
Faculty: School of Professional & Distance Education (Adjunct) ............................................ 204
Staff ......................................................................................................................................... 208
Board of Trustees .................................................................................................................... 210
Residential Academic Calendar 2014-2015 ............................................................................ 211
**INTRODUCTION**

**The Mission**
Central Christian College of Kansas, an evangelical Christian College embracing the Wesleyan tradition, is dedicated to educating men and women of character who will impact the world for Christ. The mission statement, “Christ-centered education for character,” affirms the ethos that has inspired 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.

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

**Fit Four Outcomes**
The Fit Four Model represents the outcomes Central Christian College of Kansas uses as a gauge relative to the fulfilment 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 involved in a body of believers, demonstrate stewardship, and seek opportunities for spiritual maturity.

- **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 knowledge 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. This should be illustrated by students who employ the necessary skills to enhance wellness and participate in a life of meaningful service.

**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.

• **...the Bible is the inspired, infallible, and authoritative word of God revealing His will concerning all things necessary to salvation and Christian living.**

• **...each person has sinned and is unable through personal effort to restore that broken relationship with God, and can only receive salvation and eternal life through Jesus Christ.**

• **...a right relationship with God comes through the redemptive acts of God in Jesus Christ, so that when one turns to Christ by faith and accepts His grace, one receives the gift of a new life in Christ.**

• **...in the present and continuing ministry of the Holy Spirit, who empowers Christians for lives of holiness and service.**

• **...in the spiritual unity of believers in our Lord Jesus Christ and in the importance of Christian community for spiritual growth in Christ.**

• **...it is important for all followers of Christ to share their faith with others, so they too may come to know Him: for when He returns, He will judge the living and the dead. Those who are saved will be welcomed to spend eternity with Him, and those who are lost will be eternally separated from Him.**

**ACCREDITATION**


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

**STATEMENT OF FAITH**

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

• **...the only living and true God exists eternally in three persons: Father, Son, and Holy Spirit.**

• **in the deity and humanity of Jesus Christ, His virgin birth, His sinless life, His vicarious and atoning death on the cross, His bodily resurrection, His victorious ascension to the right hand of the Father, and His personal return in power and glory.**
AFFILIATIONS

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

NOTICE OF NON-DISCRIMINATION

Notice of Nondiscrimination:

- It is the intent of 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, handicap, medical condition or age in hiring, retention, termination, promotion, wages and benefits, privileges, working conditions and in the application of any policy, practice, rule or regulation. Functioning as an integral part of the Church, we can and do discriminate on the basis of religion in hiring and retention, but only to the extent permitted by applicable law.
- Central Christian College of Kansas, as a Free Methodist institution, adheres to the covenantal and constitutional guidelines, delineated in the 2007 Book of Discipline, paragraph 4810+, consistent with the history, theology, mission and character of the Free Methodist Church. Employees of Central Christian College of Kansas are expected to adhere to these policies and to abide by the lifestyle expectations associated with the Book of Discipline as guidelines for Christian living. These guidelines are taken into consideration during the hiring process. For an online copy of the 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.

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.
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 your 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 your 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.

Central Christian College of Kansas may disclose directory information without the student’s consent unless the student has elected to restrict disclosure. The College designates the following information as directory information:
- Name
- Dates of attendance
- Address (Permanent & Local)
- Place of Birth/Residence
- Date of Birth
- Degree/Major/Minor
- Telephone number
- Honors and awards (does not include GPA)
- Degrees earned (does not include GPA)
- Student ID Number
- Participation in recognized activities/sports
- Weight/Height of Athletes
- Past educational institutions (High Schools, College, etc.)
- Email Address
- Enrollment Status
- Photograph

A student may opt out or restrict disclosure of directory information by submitting a written request specifically stating what information he or she wishes to remain private. A form for this process can be obtained in the Academic Office. While students may submit a written request at any time, the College provides an opportunity to define what information may be disclosed as part of the registration process.

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.

At no time will the College release information, including directory information, to business or agencies outside of College operations.

An official copy of the transcript is maintained permanently in the Office of the Registrar. All other records are forwarded to the Alumni Office at the time of withdrawal or graduation. The Alumni Office maintains these files indefinitely for archival purposes.

Further information about FERPA policies is available at:
http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html

DIRECTORY INFORMATION
GOVERNANCE
Central Christian College of Kansas is governed by a Board of Trustees of which at least 25% are required by Bylaws to be members of the affiliated denomination, The Free Methodist Church of North America. Included in this self-perpetuating body are alumni and friends of 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. Central Christian College of Kansas has been sponsored by and affiliated with the Free Methodist Church since its founding.
Throughout the 127-year history of Central, the driving force has been the same: Central is committed to providing quality education from a Christian worldview. In each celebratory moment and during each challenge, the focus continues to be on Christ. As we reflect on the committed Christians who have poured their lives and God-given talents into this school, we are grateful for their service and their sacrifices in the name of Christ. More than an accolade to any man, all glory returns to God for his provision for and guidance of this vessel we now call Central Christian College of Kansas. This is a part of her story.

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

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

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

The West Kansas Conference, according to the 1886 conference minutes, hoped the school would be “a breakwater against infidelity...” and a leader in Christian education “...from Chicago to California and send out its vital pulsations on behalf of the cause of Christ to remote parts of the earth.”

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

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

As the years went by, the Seminary’s financial woes mounted. For a time, the school’s principal worked without pay. Saddled with debts, the Free Methodists sold the 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 principial, 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 interim presidents in 1944-1945 until a replacement for Walters could be hired.

**A Brighter Future**

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

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

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

Armed with a broad grin and a ready laugh, Parsons endeared himself to faculty, staff and students alike, leading the staff in belief in 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. 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.

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

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

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

President Kline and Reverend Johnson, an assistant pastor at the McPherson Free Methodist Church, survived a fatal auto crash in August 1969 that claimed the life of the dean of students, Merle Olson. Following the tragic wreck, Kline related that he returned to his post with a renewed sense of mission for 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. During his presidency, the first bachelor degree program, under the direction of then Ministry Department Chairman Bruce Johnson and with the support of long-time Chief Academic Officer Jerry Alexander, the Bachelor of Science in Ministry was approved by the North Central Association.

From 1990-1996, John A. Martin took the helm of 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 after 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 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.

Into the Future
U.S. Air Force Retired Colonel Hal V. Hoxie assumed the presidency in January 2010. As Central Christian’s fifteenth president, he immediately began to challenge the 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 (2012) also added Mathematics. In 2011, the Department of Professional Education began to offer degree completion programs in criminal justice, health information management, healthcare administration, and healthcare management.

In 2013, 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.

In the spring of 2014 the online student population reached 500, 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 a coffee house in downtown McPherson, and rental of additional office space needed to house additional administrative personnel. 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.

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), Mudhole (coffeehouse), mailboxes, and the nurse’s office.

**Mingenback Family Life Center, 1971**
This building includes the main offices for the Natural Science/Math Department, classroom space for life science, physical science, mathematics, as well as laboratories and offices. Memorials for former administrator Merle S. Olson and former faculty member Grace L. Rhodes are located in the lobby, along with flags that represent the nationalities of current and former Central students.

**Lloyd S. Alleman Building, 1985**
Recently renovated in 2014 to house Kids Campus, 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 pre-school 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.

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

**Contemporary Christian Music Center (2003) and Warehouse (2007)**
This building houses the Contemporary Christian Music program. It includes the main office for the 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. The College has an arrangement with the city to use their lighted diamonds for intercollegiate baseball competition and courts for tennis.
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.

COMMUNITY EXPECTATIONS COVENANT
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.

Central students are required to sign a Community Expectations Covenant 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 or be obtained through the Student Development Office.

In brief, these terms rule out entirely the use of or participation in the following: use of drugs for other than medicinal purposes legal in the state of Kansas, alcoholic beverages, tobacco in any form, pornographic material, immoral sexual behavior, and gambling. In addition, the individual agrees to participate within the guidelines of Central’s policy on chapel and H.B.C. attendance. A breach of this covenant may be grounds for dismissal from Central Christian College of Kansas.

“Ministry First” is the approach to issues that arise. Students are confronted and counseled early in the process and discipline comes second.

We are committed to the growth and development of each individual. We are aware that each person will develop his or her own Christian lifestyle as God leads. We are also committed to the growth and development of the Central Christian College of Kansas community as a whole. The Community Expectations Covenant is designed to be a support to each student and the community as a whole in this process of Christian lifestyle development.

The School of Liberal Arts & Sciences at Central Christian College of Kansas is primarily a residential campus with 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 adult friends who carry a measure of responsibility for the students’ well-being.

The following guidelines have proven to be necessary and workable toward productive residential living:

- For the protection of campus property and the members of the College community, a campus security plan has been developed. Residence halls
remain locked all day and unlocked only for certain events.
- 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.
- All criminal activity on the Central Christian College of Kansas campus, as well as off-campus criminal activity that might involve Central students, should be reported to the Chief Student Affairs Officer. The Chief Student Affairs Officer, in consultation with his staff, will make timely warnings to appropriate people as each situation arises. The Chief Student Affairs Officer will hold confidential the identity of the victim/witness who makes the report, and will also keep records of campus criminal activity and make those reports available upon request. The three-year data from those reports will also be available on Central’s website. According to that data, there is very little criminal activity. Any person interested in the campus crime statistics report, as required by law, should go to: http://centralchristian.edu/pdf/CampusSecurityReport2013.pdf
- 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.
- There are coin-operated washers and dryers in the residence halls. There are also laundromats in McPherson. Ironing boards are supplied, but students must bring their own irons. Storage space for labeled trunks and suitcases is also provided.
- Because of wiring and power limitations, refrigerators cannot exceed 4.4 cubic feet. Televisions and DVD players are available in the lounges. Unfortunately, due to regulations by the fire marshal, microwaves and other cooking appliances are not allowed in dorm rooms. Each residence hall has a microwave available for student use.
- Private phones can be hooked up by contacting the phone company. Most students have cell phones.
- Students are encouraged to bring their own computers and record the serial numbers with the RD. The College also provides a limited number of computers in the computer lab. Every student is given an e-mail account through the College. Students are strongly encouraged to use the Central Christian e-mail system in order to enhance communication.
- Dorm rooms are furnished with beds, personal storage facilities, and desks. Students should bring their own linens and mattress pads. Quilts, blankets, rugs, pillows, study lamps, wastebaskets, and other furnishings are not supplied. Some roommates coordinate to plan room decorations, either after arrival on campus or during the weeks before school starts.
- The food service staff is dedicated to providing an enjoyable variety of good foods. The staff provides three nourishing meals every day (continental breakfast and hot meals at lunch and supper). Offerings include home-baked pastries, a salad and sandwich bar, pizza station, fruit, milk, juices and soft drinks to enhance a balanced diet for the average young adult. The dining room is on the upper level of the Broadhurst Student Center. Meals are served cafeteria style.
- All students who reside in College housing are required to be on the College meal plan.
- All students on a full College meal plan receive $50 per semester in “Tiger Bucks” for use in the Tiger Den and Mudhole.

**STUDENT ACTIVITIES COUNCIL**

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.

Although faculty sponsors work with SAC officers and representatives, it is the students’ privilege and responsibility to plan, budget, and implement an extensive program. SAC also operates the Mudhole (coffeehouse) and Tiger Den (student center) in the lower level of the Broadhurst Student Center.

**STUDENT GOVERNMENT ASSOCIATION**

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 intramurals, Mudhole and 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.
- Resolution 58 (R58) 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.
- Class Officers represent their classes on Student Senate and plan regular class and campus wide activities such as the Christmas banquet and Junior/Senior Formal each year.

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 in the Reimer Business Center, 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.

Student Success Services:
- Individual tutoring
- Study Clusters
- Academic coaching and goal-setting consultation
- Study skills enhancement
- Test-taking accommodations
- Learning style assessment
- Academic monitoring
- Academic counseling
- Academic alert and intervention
- ACT/SAT assistance
- Reading and writing enrichment skills
- Students with disabilities accommodations
- Test preparation
- International student services

Career Services:
- One-on-one vocation advising, classes, workshops, forums and fairs
- Opportunities Fair
- Career Forums
- Work-Study programs (study clusters)
- Internships, service opportunities, possible job opportunities
- Career assessment and inventories
- Assistance building resumes and professional portfolios
- Follow-up on graduates and their careers
- GS-ST 104 Career Exploration (2 credits)
  This course explores the aspects of vocation, calling, and career. Students are introduced to career strategy, exploring possibilities, planning and setting goals, effective writing and speaking in career implementation, and defining the next step in the process toward the career goal.

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 http://www.ed.gov/ocr/transition.html.

EARLY ACADEMIC ALERTS
The Office of Student Success is highly committed to the retention and graduation of all students. Therefore, we have put a system in place in order to support those students who are currently challenged, in danger of failing a course, or dropping out. It will be very important that instructors be aware and respond to potential student academic problems.

Signs of academic withdrawal:
- Excessive and/or unexcused absences
- Habitual tardiness
- Lack of preparation for class
- Late or incomplete homework assignments
- Below average quiz and test scores
- Lack of participation in group discussions and projects
- Evidence of poor study skills and habits
- Behavioral problems in the classroom

Possible reasons for academic difficulties:
- Underprepared for college (academically, socially, physically, mentally or spiritually)
- Poor study skills and habits (including time management, organization, note-taking, test-taking, using the textbook effectively, study environments)
- Transition issues (immature, transition from high school to college, irresponsibility, new friends and social issues)
- Health issues
- Personal problems
- Financial Aid concerns and knowing how to handle money in general
- Lack of vision and/or confidence in ability
- Coming to college with false assumptions (just to play sports, academics are secondary; just to study one area of interest, other academics are secondary)

In an effort to assist students who are experiencing academic difficulty, while at the same time protecting the integrity of the classroom, the Student Success office utilizes a three strike retention program. The foundation for this program is the interaction between the individual faculty member and the student. When a student begins to experience academic trouble, the following steps should be taken. Instructors are encouraged to act while the student still has time to redeem the situation.

1. Instructor speaks directly, as well as in written format, with the student about the academic or behavioral concerns exhibited in class. Written copy should go to the Director of Student Success.

2. Academic alerts need to be filled out online. These are automatically sent to the Director of Student Success, the Student Development Office Manager, the Registrar and the Chief Student Affairs Officer. The Student Development Office Manager will make copies of the alert and send it to the student, advisor, coach and Student Development Office files.

3. If the student continues to receive academic alerts, a meeting with the student and the Progress Review Committee will be scheduled to discuss interventions and a plan of action.

Intervention Services:
- Weekly check appointments with the director of academic enrichment
- Individual peer tutoring
- Study Techniques class
- Study cluster
- Quiet area to study and take exams, as needed
- Assigned accountability adult
- Organization and academic management assistance
- Prescription for success (voluntary request or mandatory)
- Classroom helps for note-taking, projects, and organization
- Online general study skills information
- Academic and spiritual counseling/coaching
- Workshops throughout the semester offering help with individual study skills, reading comprehension, effective listening, academic
writing skills in all disciplines, learning styles, and critical thinking.

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.

STUDENT HEALTH
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 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 and complete medical history form on file in the Student Development office before being permitted to participate in practices, camps, or competitions.

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 Midlands Collegiate Athletic Conference (MCAC).
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. 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 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: 1-800-835-0078, ext. 337
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.

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

2. Application Fee
   A $20.00 USD non-refundable, non-transferrable application fee is required. [$35.00 USD for international students.] Checks should be made payable to: Central Christian College of Kansas.

3. One or more of the following documents will need to be provided:
   a. An official 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.

4. Test Scores
   Applicants must submit official copies of test results from either the American College Testing exam (ACT) or Scholastic Aptitude Test (SAT). The student should make arrangements with his/her high school to take the ACT or SAT test and have the results sent to Central Christian College of Kansas (ACT code 1394, SAT code 6088).

5. Letters of Recommendation
   The student will be requested to provide two

^ 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. An example of a homeschool transcript can be forwarded by emailing admissions@centralchristian.edu.
favorable responses to the Personal Reference forms, mailed by Central Christian College of Kansas, to non-relative references. These references should be listed on the application.

6. Other Documentation
   Additional documentation may be required as determined by the Office of Admissions.

FULL ACCEPTANCE
Central Christian College of Kansas uses a composite score of 45 (Official H.S. GPA x ACT) to determine eligibility for acceptance. A minimum product score of 45 is required for full acceptance. Student with products scores below 45 may obtain provisional acceptance.

PROVISIONAL ACCEPTANCE
Provisional acceptance may be granted for those students who fall below the above listed standards by the Admissions Review Committee and may be required to enroll in college success courses as deemed necessary by the Academic Office.

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:

1. 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.

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, Scrip-Safe, or National Student Clearinghouse.
   d) Faxed directly from the transcribing institution.

TEST SCORES (ACT, SAT, CLEP AND A
1. Sent directly from ACT or SAT to our office. Please enter the following school codes:
   • ACT scores: 1394.
   • SAT scores: 6088.
2. Mailed by the student, provided the scores were received directly from the company. Web-based scores which can be retrieved online by the student are not accepted.
3. Faxed directly from the company.

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/admissions/intl.asp
   b. Download, print, and submit through the mail
   c. Request application through the mail, to be submitted through the mail

2. Application Fee
   Submit an application fee of $35.00 USD.
   a. Online:
3. 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.

4. Medical History Form, Immunization Records and TB Questionnaire
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.

5. English Proficiency Scores
Students whose primary language is other than English, must provide official TOEFL scores (Internet Based: 64, Computer Based: 173, Paper Based: 500. School/DI Code 6088).

6. Official Transcripts
In order for Central Christian College of Kansas 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:
   o Center for Educational Documentation (www.cedevaluations.com)
   o International Education Consulting (IEC) (www.interedconsulting.com)
   o World Education Services (www.wes.org) (Recommended)

7. Expectations and Standards
Students must read and agree to abide by the following:
   a. Expectations and Standards (http://www.centralchristian.edu/pdf/shb-community.pdf)

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 US must:

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

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
High school juniors and seniors meeting the criteria outlined in the Dual Credit Handbook, may obtain college credit through the Central Christian College of Kansas dual credit program. Applications for dual credit courses can be found at participating high schools.

PART-TIME
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 $200.00 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, Medical History, Athletic Physical Certification, payment plan options, and Student Insurance Enrollment.)

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

PLACEMENT TEST
Prior to enrolling in courses, prospective students are required to complete a placement assessment test. The result of this assessment will be used to place students in classes most appropriate to the level of knowledge and skill, as assessed by the placement test.

Currently, the College utilizes SmartMeasure as its course placement tool (http://www.smartermeasure.com/).

MATH PLACEMENT SCORE:
- ≥80% - College Algebra
- <80% - Intermediate Algebra or Survey of Contemporary Math

WRITING/ENGLISH PLACEMENT SCORE
- ≥80% - College Research & Writing (Studies in Grammar and Vocabulary waived)
- <80% - Studies in Grammar and Vocabulary
GENERAL ADMISSION POLICIES
The policies and procedures related to admissions at Central Christian College of Kansas are developed and endorsed by the School of Professional Education, and approved by the President’s Cabinet. 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 through one of the following means.

MAILING ADDRESS
Central Christian College of Kansas
School of Professional & Distance Education
PO Box 1403
1200 S Main St.
McPherson, KS. 67460
Phone: 1-800-241-0723
Website: www.centralchristian.edu

ADMISSION REQUIREMENTS (EXCEL, HEALTHCARE, ORGANIZATIONAL LEADERSHIP, PSYCHOLOGY, AND MINISTRY LEADERSHIP)

1. Application
   Complete and submit application, including Code of Conduct and Release Form.

2. Secondary Education Academic Records
   An official, final high school transcript with graduation date from any high school (public, private, or home) or certificate demonstrating successful completion of a GED program. Copies, student copies, unofficial documents, copies of official documents, diplomas, copies of diplomas, 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.

3. Other Documentation
   Additional documentation may be required as determined by the Office of Admissions.

TRANSFER STUDENTS
Transfer students are defined as students who have received any college credit beyond enrollment in a dual-credit or concurrent enrollment program.

2 Students applying for the Criminal Justice program will still need to follow the Admissions Requirements as set forth in the 2013-2014 Catalog. Criminal Justice students will be able to transition to the current requirements after a remediation plan has been recognized by the Academic Affairs and Assessment Committee.
In addition to the requirements listed under the Application for Admission, transfer students must also provide:

1. An official, final college transcript from all prior colleges attended. A cumulative 2.0 GPA is required to be accepted. Cumulative GPA is figured from all transcribed data. Students whose cumulative college GPA is below 2.0 will be evaluated by the Admissions Review Committee and may be accepted on provisional acceptance and enrolled in prescribed college success courses.

   Only credits from regionally accredited or articulated colleges are eligible for transfer. Therefore, a student may be admitted on credits that would not be eligible for transfer. See the Transfer Credit Policies section of the Catalog for more information concerning transfer credits.

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**: Student has made payment arrangements with the Business Office or has completed all items to use financial aid or other means to cover all respective charges. This may include the signing of the Intent to Enroll form.

2. **Placement Assessment**: Prior to enrolling in courses, students are required to complete a placement assessment. The result of this assessment will be used to determine if additional academic support is advisable. Students scoring below prescribed levels will be required to adhere to an Academic Plan, as prescribed by the student advocacy team.

   Currently, the College utilizes SmartMeasure as its course placement tool [http://www.smartermeasure.com/](http://www.smartermeasure.com/). Students seeking enrollment are required to complete the English, Math, and Technical modules of the SmarterMeasure Assessment Tool.

3. **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 transcripts from all institutions upon which the student would like an evaluation to occur.

   Students with any prior college coursework, including credit earned through a concurrent enrollment program, will need to submit permission for the College to obtain official transcripts from all institutions attended.

   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.

CONDITIONAL ACCEPTANCE/ENROLLMENT STATUS

Students wanting to begin classes, but who are still waiting on official documents to arrive or are in the process of securing documents for verification, may qualify for Conditional Enrollment. This status allows the student to enroll in the first class, while documents are being processed. In order to qualify for this status, all unofficial documents must be on file at Central Christian College of Kansas. Conditional Enrollment only allows for participation in the first course. If at the end of the first course, documents are still missing or incomplete; the student will not be eligible for further enrollment and will not receive official acceptance from the College.

Financial aid will not be released until all paperwork has been submitted and meets the requirements as defined by the admissions and financial aid office. If the needed documents are absent or deficient at the end of the term, causing the student not to receive financial aid, the student is responsible for all costs incurred during the conditional enrollment period.

Students seeking Conditional Enrollment Status must complete a Conditional Enrollment Status application.

OFFICIAL DOCUMENTS

Student copies or unofficial transcripts cannot be used for enrollment.

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.

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If the applicant has attempted fewer than 12 college credit hours since graduating from high school (college credit taken concurrently with HS does not count) then an official, final high school transcript illustrating a cumulative GPA of 2.0 GPA or higher on a 4.0 scale will be required. (Alternative diploma’s or certificates of attendance are not acceptable).
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 and are interested in a residential program will receive the required SEVIS Form I-20 upon acceptance to the College and receipt of required payments.

Students not seeking residential enrollment, should follow the standard application process as describe above. Applicants looking to gain residential status will need to provide the following:

1. **Application**
   Complete and submit application, including Code of Conduct and Release Form

   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 obtained by contacting the SPE Offices.

2. **Personal Statement:**
   The applicant is required to submit a personal statement describing his or her vocational goals and interest in attending Central Christian College of Kansas. The applicant may also use the Personal Statement to address any prior academic challenges and how he or she has developed personally and/or professionally.

3. **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.

4. **Medical History Form, Immunization Records and TB Questionnaire (Required for Students Attending Classes in the US)**
   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.

5. **English Proficiency Scores**
   Students whose primary language is other than English, must provide TOEFL scores (Internet Based: 64, Computer Based: 173, Paper Based: 500. School/DI Code 6088).

6. **Other Documentation**
   Additional documentation may be required as determined by 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.
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.: final H.S. Transcript, GED [with score], College Transcript, Form DD214, etc.).
- Transfer students need to complete 30 of the last 60 credits through Central Christian College of Kansas, regardless of major-related requirements.
- Students transferring from two-year institutions may only transfer up to 64 credits from those two-year institutions.
- Students may transfer a maximum of 90 credits into Central Christian College of Kansas.
  - 30 of these credits may be test-out credit, including Advanced Placement, IB, and CLEP.
  - 30 of these credits may be satisfied through Military Credits.
  - 30 of these credits may be satisfied through Credits for Prior Learning.
- Each program may have additional credit requirements specific to each program. Typically, this will require the student to complete 48 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 (Form DD214, Form 295, AFTS, USAFI, DANTES).
- Students transferring into a Degree Completion program with a deficit in credits will be required to sign a Transfer Credit Acknowledgment prior to admittance.
- 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.

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.

Students transferring 60 or more credits are required to complete Contemporary Culture & Worldview and Introduction to Biblical Literature, regardless of degrees earned.

Students transferring into the Bachelor of Science in Ministry Degree are required to complete all Christian Worldview requirements, regardless of number of credits transferred.

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, Associate of Science Degree, or an Associate of Fine Arts degree,

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4 Official college transcript: Mailed in a sealed envelope from the institution; Mailed by the student (the transcript must still be in a sealed envelope from the transcribing institution); Electronically delivered from DOCUFIDE, Scrip-Safe, National Student Clearinghouse, or AARTS.

5 Specific programs may limit the amount of hours that are applied to the transcript.
grades of D-/+ may transfer if the grade was awarded prior to the completion of the degree.  

- Grades of D-/+ awarded as part of a sequence of courses (those requiring the course as a prerequisite) will be assessed for transfer, if the subsequent course was passed with a C- or above.
- Grades of D-/+ associated with lab courses, earning separate grades for the lecture section and the lab, will be assessed if the grade was awarded in association with the lab portion of the course and the combined grade point average for the lab and the lecture section is above 1.7.

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

**TRANSFER COURSE EQUIVALENCY GUIDE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech: Courses focusing on verbal communication</td>
<td>Introduction to Speech, Speech, Public Speaking, Interpersonal Communication, Professional Communication</td>
</tr>
<tr>
<td>Humanities: Courses focusing on the</td>
<td>Language, Art, Architecture, Music, Literature, Visual Arts,</td>
</tr>
</tbody>
</table>

**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.

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6 Students transferring credits related to a completed Associate of Associate in General Studies may receive special consideration for General Education courses that have a D-/+. 
• 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.
• 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 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_p g9.html).

Accreditation status of an institution can be verified by visiting: 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, 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.

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, Associate of Fine Arts, or Associate of Science from an accredited Community College, will be considered as having completed all General Education requirements. Students will still need to complete the minimum Christian Worldview requirements. Any other lacking General Education courses will be waived, though students will be strongly encouraged to complete deficiencies. Students graduating with an Associate of General Studies 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
• 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

These articulation agreements are valid as stipulated by the articulation agreement on file in the Academic Office, which at minimum requires the college to maintain recognition through the Council for Higher Education Accreditation (CHEA) or the Department of Education. 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 articulation agreement.

CATEGORIES

CATEGOR Y FOUR – STANDARDIZED EXAMS
Credits earned through standardized exams may be included in the total number of accepted transfer credits. There is a fee per exam on all assessments from a standardized exam.

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)
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.

http://www.collegeboard.com/student/testing/ap/about.html

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.

<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>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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language &amp; Composition</td>
<td>3</td>
<td>EN-CP 101 Studies in Grammar &amp; Vocabulary (2)</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 Microeconomics (3)</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4</td>
<td>BS-EC 260 Microeconomics (3)</td>
</tr>
<tr>
<td>Mathematics: Calculus AB</td>
<td>3</td>
<td>NS-MA 111 Calculus I (4)</td>
</tr>
<tr>
<td>Mathematics: Calculus BC</td>
<td>3</td>
<td>NS-MA 111 &amp; 112 Calculus I &amp; II (8)</td>
</tr>
<tr>
<td>Physics B or C</td>
<td>3</td>
<td>NS-PH 205 General Physics (4)</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>SS-PY 110 General Psychology (3)</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>NS-MA 209 Statistics (3)</td>
</tr>
<tr>
<td>United States Government &amp; Politics</td>
<td>3</td>
<td>SS-PO 203 American Government (3)</td>
</tr>
<tr>
<td>United States History</td>
<td>3</td>
<td>SS-HI 105 &amp; 106 United States History (6)</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>SS-HI 103 &amp; 104 History of World Civilization (6)</td>
</tr>
</tbody>
</table>

College Level Examination Program (CLEP)
Central Christian College of Kansas recognizes prior learning credits obtained through CLEP. Specific information concerning CLEP opportunities can be found at http://www.collegeboard.com/student/testing/clep/about.html.

College Level Examination Program (CLEP) exams include an assortment of different test topics and can fulfill general education and major requirements. All credit for CLEP tests is granted based on the score recommended by the American Council on Education (ACE). Credit for CLEP exams will be recorded on the transcript, with a grade of “PR”. CLEP tests cannot be used to repeat a class already completed. If the score does not meet the minimum requirements articulated by the Registrar’s office, no entry is made on the transcript. CLEP transcripts can be requested by contacting:
CLEP Transcript Request Service
P.O. Box 6600
Princeton NJ 08541-6600
(609) 771-7865 (phone)
(609) 771-7088 (fax)
clep@info.collegeboard.org (e-mail)
DANTES Subject Standardized Tests (DSST)

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 http://www.dantes.doded.mil/dantes_web/examinations/DSST.htm.

<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>American History I</td>
<td>50</td>
<td>SS-HI 105 U.S. History I (3)</td>
</tr>
<tr>
<td>American History 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>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 Algebra/Trigonometry</td>
<td>50</td>
<td>NS-MA 105 College Trig/Anyl. Geo (3)</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>50</td>
<td>EN-CP 103 English Composition I (3)</td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>EN-CP 103 English Composition I (3) And / Or EN-CP 105 College Writing &amp; Research (3)</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>NS-MA 201 Survey of Contemporary Mathematics (3)</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>50</td>
<td>ED-CC 280 Educational Psychology (3)</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>BS-AC 220 Financial Accounting (3)</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>General Education Humanities (6) [Two Areas]</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>SS-PY 110 General Psychology (3)</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>SS-SO 202 Principles of Sociology (3)</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>BS-EC 261 Macroeconomics (3)</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>BS-MG 351 Principles of Management (3)</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>BS-MG 352 Principles of Marketing (3)</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>BS-EC 260 Microeconomics (3)</td>
</tr>
<tr>
<td>Spanish Level 1</td>
<td>50</td>
<td>HU-FL 108/109 Spanish I &amp; II (8)</td>
</tr>
<tr>
<td>Spanish Level 2</td>
<td>63</td>
<td>HU-FL 208/208 Inter. Spanish/Adv. Spanish (8)</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>SS-HI 103 History of World Civilization I (3)</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>SS-HI 104 History of World Civilization II (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLEP Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<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 365 Profession Ethics (3) or EX-OR 455 Personal Values &amp; Organizational Ethics (3)</td>
</tr>
<tr>
<td>Business Law II</td>
<td>400</td>
<td>BS-MG 357 Business Law (3)</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>400</td>
<td>SS-CJ 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>Here’s to Your Health</td>
<td>400</td>
<td>SP-SH 101 Wellness for Life (3) or SP-SH 100 Fitness &amp; Wellness for Life</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>
<tr>
<td>Introduction to Business</td>
<td>400</td>
<td>BS-MG 100 Principles of Business (3)</td>
</tr>
<tr>
<td>Introduction to Law Enforcement</td>
<td>400</td>
<td>EX-CJ 314 Law Enforcement (3 – lower level)</td>
</tr>
<tr>
<td>Introduction to World Religions</td>
<td>400</td>
<td>SS-SO 265 World Religions (3)</td>
</tr>
<tr>
<td>Lifespan Developmental Psychology</td>
<td>400</td>
<td>SS-PY 201 Human Growth &amp; Development (3)</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>400</td>
<td>BS-MG 355 Organizational Behavior or EX-BS 356 Org. Behavior and Leadership (3 – lower level)</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>400</td>
<td>BS-EC 265 Personal Finance (3)</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>400</td>
<td>BS-MG 353 Principles of Finance (3)</td>
</tr>
<tr>
<td>Principles of Financial Accounting</td>
<td>400</td>
<td>BS-AC 220 Financial Accounting (3)</td>
</tr>
<tr>
<td>Principles of Public Speaking</td>
<td>400</td>
<td>CO-CO 211 Principles of Speech (3)</td>
</tr>
<tr>
<td>Principles of Supervision</td>
<td>400</td>
<td>BS-MG 351 Principles of Management (3 – lower level)</td>
</tr>
</tbody>
</table>

International Baccalaureate (IB)

Central Christian College of Kansas will award credits to students who participated in a high school International Baccalaureate Program. Credit is awarded based on the score and the exam subject. Additionally, students who have earned the International Baccalaureate (IB) Diploma and meet minimum eligibility requirements will meet the full General Education requirements for Central Christian College of Kansas. International Baccalaureate transcripts should be sent directly to the Office of the Registrar.

CATEGORY FIVE – FOREIGN TRANSCRIPTS

Category Five transfer credits include all credits associated with foreign transcripts. Transfer credit will only be considered from institutions recognized by the government of the country in which the institution is located. In order for Central Christian College of Kansas to accept credits awarded from a foreign institution, the transcript must first be translated and evaluated. The following agencies are

---

2 Students who complete successfully complete College Composition are eligible to receive credit for both EN-CP 103 and EN-CP 105, unless the student has already completed EN-CP 103.
recognized by Central Christian College of Kansas as valid foreign transcript reviewers:

- Center for Educational Documentation [www.cedevaluations.com]
- 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-nml.org)
- Emergency Medical Technician (www.nremt.org)
- Human Resource Certification (www.hrci.org)
- Registered Health Information Administrator/Technician (www.ahima.org)
- Dental Technician (www.abccert.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). 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]

**Portfolio Credit**

Students interested in investigating if other aspects of their professional background might be credit worthy are invited to learn how to develop and submit a Learning Portfolio at [http://www.learningcounts.org/].

**Stipulations associated with Credits for Prior Learning:**

1. Credits for prior learning may not be applied towards grade forgiveness for a course previously completed.
2. Students may not receive credit for prior learning in which they have also received college credit.
3. Credits for Prior Learning do not affect GPA since no grade is actually awarded. The transcript will simply designate the number of credits awarded, many times as a block of credits.
4. Credits awarded cannot be applied to General Education requirements or to requirements associated with the major without approval of the Registrar and appropriate Department Chair.
5. Credits for Prior Learning must be documented before credit can be awarded.
6. No more than 30 credits can be earned through Credits for Prior Learning.
7. Credits earned through Prior Learning are not recognized as credits earned at Central Christian College of Kansas, but are considered credits awarded in transfer, and therefore cannot count toward residency requirements.
8. The College cannot guarantee that credit will be awarded as each applicant must be evaluated on an individual basis.
9. Credits for prior learning earned at another institution are not eligible for transfer.

**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:
  - ACE Joint Services Transcript
  - Additional documentation as required
- **b)** Air Force: Students graduating from the Community College of the Air Force (CCAF), with an Associate of Arts degree, will be accepted as having met the General Education requirements for graduation (such as Speech, English, and Social
Students may still need to complete certain Christian Worldview requirements, which are not included in the General Education requirements, but are a part of the educational requirements mandated by the College. Students graduating from the Community College of the Air Force (CCAF) with a Professional Certification will receive transfer credit, though may still need to complete certain general education requirements. Transcripts from the Air Force will be evaluated under the guidelines of Category Three.

Central Christian College of Kansas offers a wide range of financial aid opportunities for students through institutional funds, gifts to the College from alumni and friends, and Title IV funds from the Department of Education. Tuition costs are kept at a low level in comparison with many private colleges.

Because of the availability of many kinds of student financial aid at Central Christian College of Kansas, all students are encouraged to apply for financial aid and should not be discouraged from attending by limited personal resources. Those for whom finances are a problem should inquire about potential aid.

After a student has been admitted to Central Christian College of Kansas, the Financial Aid Office will submit an award package to the student for revision and approval.

Financial aid policies related to online degrees, degree completion, and professional education are found in the following section of this Catalog.

**APPLYING FOR FINANCIAL AID**

Students wishing to apply for financial aid should complete the Free Application for Federal Student Aid (FAFSA). This application will calculate the Expected Family Contribution (EFC) as determined by the federally-approved Need Analysis System. Central will use the calculations, found on the Student Aid Report (SAR), to determine each student’s need. Need is the difference between the EFC and the cost of education at Central.

**AWARD AND DISBURSEMENT**

**ELIGIBILITY**

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

<table>
<thead>
<tr>
<th>Enrollment Status and Availability</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time 12 hrs+</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>Full</td>
</tr>
<tr>
<td>Federal SEOG</td>
<td>Full</td>
</tr>
<tr>
<td>Federal Stafford</td>
<td>Full</td>
</tr>
</tbody>
</table>

**PROCEDURE**

Students who are admitted to Central Christian College of Kansas will receive an Estimated or Official Financial Aid Award notice in the spring/summer proceeding the fall semester. Financial Aid packaging begins March 1st and filing the Free Application for Federal Student Aid (FAFSA) starts the process. Once this application and all required verification documents are received, an Official Financial Aid Award Letter will be sent by the financial aid office. A returned signed award letter, completed Master Promissory Note, and Online Stafford Entrance Counseling are required before disbursements of Federal Stafford loans and Federal Parent Loans (PLUS). A returned signed award letter and completed promissory note are required before disbursements of Perkins loans.

Students who have returned an Official Financial Aid Award Notice prior to the beginning of the semester will receive institutional scholarships and grants, any received outside scholarships, and allowance toward other pending awards on the first day of classes. Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG) and Federal Perkins Loan will be disbursed and applied to the student’s account early in each term. Federal Stafford Loans and Federal Parent Loans to Undergraduate Students (PLUS), and Federal Pell Grants will be applied to the student’s account within three days of the Business Office cash draw down.

If a student enrolls without financial aid paperwork being completed, the student will not receive any financial aid until all documentation is provided to the financial aid office. Within two weeks of receiving all the required documentation and if no further corrections are required on the SAR, the student should receive his or her financial aid awards as long as it is not past the deadline for late disbursements in each program.
The Business Office will notify students by campus mail when financial aid awards have been credited to their accounts via receipts or billing statements.

GRANTS

Federal Pell Grant
The Federal Pell program was authorized by the federal government in 1972. This program provides for the payment of awards to students based on financial need. The application and award process is as follows:
1. A student will complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Paper applications may be downloaded at www.federalstudentaid.ed.gov.
2. The U.S. Department of Education will provide Central with a payment schedule with which to calculate the student’s award. Actual awards are based on this schedule and may vary in amounts from year to year.

Federal Supplemental Educational Opportunity Grant
Federal Supplemental Educational Opportunity Grants (FSEOGs) are available to students with high financial need as determined by the Federal Need Analysis System. This grant has a maximum of $200 per year.

Kansas Comprehensive Grant
Residents of the state of Kansas attending Central Christian College may be eligible for $500 to $3,500 under the Kansas Comprehensive Grant (KCG) program. A FAFSA must be received by the Department of Education by April 1. Eligible students must be enrolled full-time (minimum of 12 credits per semester) and have an $11,000 EFC or less.

Junior/Senior Grant
Returning juniors and seniors with a 2.25 GPA and paying room/board at the College are eligible to receive $1,000 annually. Transfer students are eligible for this grant after 1 full semester of attendance. A student reaches junior status at Central Christian College of Kansas after earning 59 credits.

Christian Education 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.

P/D Participation Grant
Received in the freshman and sophomore years only, this $500 grant is guaranteed to all test-takers not awarded either a Presidential or Dean’s Scholarship. Requirement:

Come to campus for Preview Days and take the Presidential/Dean’s Scholarship Exam.

Twin Grant
Twins that attend Central Christian College of Kansas may each be eligible for a $1,500 grant. To be eligible, both twins must attend concurrently. This grant is renewable each year provided that both twins 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). A Church Matching Grant Form must be on file within the first month of the semester for grant consideration.

Talent Grants
(Contemporary Christian Music, Traditional Music, Drama, English, and PBL)
Students may audition, interview, or test for a talent grant arranged through the Admissions Office and appropriate academic department. Awards range from $500 - $5,000. Participation is required for all recipients.

Athletic Grants
These scholarships are available for each varsity sport. Students apply through the coach of their sport. We do not offer full tuition 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.

Airfare Reimbursement Grant
Upon enrollment, Central Christian College of Kansas will reimburse the cost of your airline ticket used for a campus visit with a grant worth up to $500. Eligible recipients must fly from a location outside a 400 mile radius of McPherson KS and submit a receipt to verify ticket purchase.

Central Grant
A limited number of Central Grants are available. This grant is need based. Awards are determined during the financial aid packaging process.

Ministerial Dependent Grant
The unmarried, dependent children of ministers (pastors, associate pastors, youth pastors, music ministers, children’s pastors) and missionaries in active service, retired, or deceased, without distinction to denomination, may receive a Ministerial Dependent Grant of $1,000.
Recipients must file a FAFSA and have an $11,000 EFC or less. Eligibility will be reviewed annually.

**Multicultural Leadership Grant**
This grant is for U.S. citizen minority students who have previously held one or more leadership positions and commit to actively participate in any multicultural student organization currently active on campus. Two awards are available for $3,000 each.

**Early Bird Grant**
High school students who submit a completed application to Central Christian during their junior year and credentials by the end of September of their senior year are eligible for $500 toward their freshman year.

**LOANS**

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

The maximum amount that a student may borrow is $3,500 for a freshman, $4,500 for a sophomore, and $5,500 for juniors and seniors. For loans disbursed from July 1, 2014, to June 30, 2015, the interest rate is fixed at 4.66%. The federal government will pay the interest until the student graduates, leaves school or drops below half-time and his/her repayments on the loan begin. Repayment of these loans may be extended over a ten-year period. There will be an origination fee charged by the Department of Education. Standard repayment of these loans may be extended over a ten-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 Stafford Loan**
For students who do not qualify for the Subsidized Federal Stafford Loan based on need, a new loan was established in 1992 called an Unsubsidized Federal Stafford Loan. A student can borrow the same amounts as the Subsidized Federal Stafford Loan. With the unsubsidized loan, the student does not get the same interest subsidies as the Subsidized Federal Stafford Loan Program. The student is responsible for the interest. Repayment obligations are the same as the Subsidized Federal Stafford Loan Program. Starting in fall 2008, students may borrow $2,000 more than the maximum subsidized loan limits in the form of an unsubsidized Stafford Loan. For loans disbursed from July 1, 2014, to June 30, 2015, the interest rate is fixed at 4.66%.

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

**Federal Perkins Loan**
Federal Perkins Loans are available to students who demonstrate financial need. The loan bears interest at the rate of 5% per year, and repayment of the loan may be extended over a ten-year period after the student leaves school. A student is limited to $5,500 per year in the Federal Perkins Loan program. Limited funds are available.

**Federal Parent Loan**
The Federal Parent Loan to Undergraduate Students (PLUS) is available to parents as a means of helping their children to attend college. Parents may borrow an amount equivalent to the cost of education less other financial aid received. Repayment begins 30-60 days after the second loan disbursement and may be paid back over ten years. For loans disbursed from July 1, 2014 to June 30, 2015, the interest rate is fixed at 7.21%.

In order to assist young men and women of high Christian character who have excelled in scholarship and extracurricular areas, Central Christian College of Kansas offers scholarships. It is expected that all students accepting scholarships of any kind will endeavor to be an example of the ideals and standards for which the College stands.

College policy allows the allocation of only one College-administered academic scholarship to a student at any one time. When a student is eligible for more than one scholarship, final allocation is based upon the eligibility that gives the greatest advantage to the student.

**National Merit Scholarships**
All qualifying applicants will receive full tuition (based on 32 credits per year) and fees each year of eligibility. To qualify, students must be named as a National Merit semifinalist and be approved at a pre-scheduled, on-campus interview and must maintain a 3.50 cumulative GPA to renew the scholarship annually.

**Kansas Regent Matching Scholarship**
Kansas residents who have been admitted to one of the six Regent Universities in Kansas will be eligible for an academic scholarship to attend CCC in the matching amount of the average tuition cost from all six regent universities. The award amount will be determined annually by the CCC Admissions & Aid Committee. Students must submit a copy of their regent university acceptance letter to the CCC admissions office and file the FAFSA by April 1st. Students receiving this scholarship are not eligible for any other CCC scholarship or grant except for the JR/SR grant in their junior and senior year. An award of the...
Kansas Comprehensive Grant (which may be funded by state or institutional aid) will also reduce the award of the Regent Scholarship. The Kansas Regent Universities are Kansas University, Kansas State University, Wichita State University, Emporia State University, Fort Hays State University and Pittsburg State University. Transfer students are also eligible if they have a transfer GPA of 2.5. Renewal of this scholarship requires a minimum GPA of 3.0 each year.

**Presidential/Dean’s Scholarships**

Testing for the Presidential & Dean’s Scholarships occurs over 5 testing weekends within the course of the academic year. The Admissions Office can provide actual dates.

Qualifications for the Presidential & Dean’s Scholarships include:

- High school senior status
- 3.0 cumulative GPA minimum on a 4.0 scale

Responsibilities:

- Must have an admissions application on file
- Must have a high school transcript on file
- Must have the applicant’s fee on file
- Demonstrate qualities which reflect the philosophy of Central Christian College of Kansas
- Must be on campus on a designated testing date (contact Admissions Office)
- Must demonstrate writing and problem-solving skills

Award Amounts:

- All Presidential Scholarship winners receive $15,000 per year
- All Dean’s Scholarship winners receive $12,500 per year
- Five (5) Presidential Scholarships and five (5) Dean’s Scholarships will be awarded annually
- Renewable each year for a total value of $60,000 (Presidential) or $50,000 (Dean’s) as long as 3.0 cumulative GPA is maintained

**Central Academic Scholarships**

Central Academic Scholarships are based on a product score involving each student’s cumulative high school GPA and ACT/SAT scores. The Central Academic Scholarships range from $2,500 to $12,000 per year. Please contact the admissions office for specific scholarship information.

**Transfer Scholarships**

Students who have attempted 24 college credits or more are considered transfer students and are eligible for scholarships based on transfer cumulative GPA. Transfer Scholarships range from $4,000 to $10,000 per year. Please contact the admissions office for specific scholarship information.

**Named Scholarships**

Much of the funding for the above mentioned academic scholarships comes from named scholarships, which are endowed or annually funded by friends of the College for the benefit of qualified students. These scholarships provide partial funding for the academic scholarships.

The current list is as follows:

- Jerry and Marie Alexander
- G.J. and Adah Archer
- Glenn L & Ruth A. Archer Sr
- Harold and Ruth Arnott
- Glen and Beulah Bacon
- Henry Bergen
- Aaron and Vera Bergen
- Gladys Baker Bodine
- Frances Bowland
- Broadhurst Foundation
- Lyle and Doris Brock
- Charlotte Campbell-Chinn
- Albert E. and Edris Chaney
- G.B. and Myrtle Chase
- Grace and Louverne Claussen
- Edith Coffelt
- Gene & Lida Cooper
- G. Martin Cottrill
- Naomi Hadduck Cottrill
- James M. Crouse
- Elmer & Velma Dalke
- CM Damon
- Deaconess Hospital
- David and Ella Dickerson
- Ralph Dickerson Family
- Dixon Memorial
- Ward & Jessie Evans
- Ezell Family
- John and Claudine Ferrell
- Raymond and Ruth Ford
- Orville and Mable Gilbert
- Clayton and Helen Gillette
- Ross and Alice Green
- Robert M. & Opal B. Greer
- Hazel Ferrell Gregory
- Albert Guyer
- Howard Hadin and Wesley Knapp
- W.A. Harden
- Rex Haskins
- Hastriter-Hull
- James & Patricia A Hawthorne
- C.C. and Florence Hawkins
- Neva Helsel
- Hodson-Bowley
- Lela H. Honkonen
- Hal V. and Kathy Hoxie
WORK

FEDERAL AND COLLEGE WORK STUDY
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 6-7 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.

Presidential Assistance and Career Training Program
High need students may be eligible for the Presidential Assistance and Career Training program. This work program is designed to assist students who desire to work 15-20 hours per week to help fund their education.

Students accepted into this program may receive an award up to $19,670 to be applied towards a Central Christian College education. Students may satisfy the remaining balance using federal Pell grants, federal SEOG (if eligible), state grants (if eligible), outside scholarships, and earned income through their assigned job and personal funds, and student loans. Students in this program are not eligible for any institutional aid outside of the award associated with this program.

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.
PROGRAM EXPENSES
The charges for tuition and fees are based on a load of 12-16 credits per semester.

- If a student withdraws or graduates prior to Interterm or chooses not to attend interterm, the charges absorbed in first semester for Interterm are not reimbursed.

- If a student withdraws or graduates during or at the conclusion of Interterm (who also took 9 credits or more in the preceding fall semester), he or she will be charged for half of the monthly room and board charge (if applicable) at the current rate. Due to institutional policy and federal law, financial aid from spring semester is not applicable to the final two weeks of Interterm.

- Students enrolling in interterm, having not attended Central Christian in the preceding fall semester, will be charged for half of the monthly room and board charge (if applicable) at the current rate.

The charges for courses taken through an online environment will be charged at a rate of $65.00 per credit.

Due to institutional policy and federal law, financial aid from spring semester is not applicable to the final two weeks of Interterm fees for trips.

Non-traditional students:

<table>
<thead>
<tr>
<th>Non-traditional students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School - NDS Enrollment (per credit)</td>
</tr>
<tr>
<td>High School Private Lesson Fee (per credit)</td>
</tr>
<tr>
<td>Senior (over 60) Non-Credit Participation Fee (per course)</td>
</tr>
<tr>
<td>Dual-Credit Tuition (per credit)</td>
</tr>
</tbody>
</table>

Interterm, without the accompanying two semesters, will be charged at a per credit rate. Interterm fees for trips are collected in November. Other Interterm course fees are added to the spring semester’s bill.

Students choosing not to attend Interterm are not entitled to a refund of tuition, fees, board or room.

TUITION AND PROGRAM STATUS
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.

FEES
A General Fee of $175 per semester covers admission to athletic and social events, student periodicals, and other student activities, class and dorm dues. This fee is required of all students taking six or more credits (already included in full-time tuition charge).

Other Fees
- Aquatics/Life Guard Training ................................................ $161.25
- Art Course ................................................................. $60.00
- Astronomy (Trip) ........................................................ $500.00
- Automotive Courses .......................................................... $50.00
- Bowling Class ............................................................... $30.00
- Exam Credit Assessment per exam (AP, CLEP, etc.) ............. $25.00
- College Chemistry ................................................................. $45.00
- Deposit ........................................................................... $200.00
- Directed Study/Internship/Practicum (per credit) ............... $50.00
- Early/Late Examination ..................................................... $20.00
- Earth Science ................................................................. $75.00
- Ecology/Natural History ...................................................... $30.00
- Education: Introduction to Education ..................................... $35.00
- Education: Elementary Junior Practicum ................................ $210.00
- Education: Secondary Junior Practicum ................................ $120.00
- Education: Clinical Experience ............................................ $150.00
- Education: Junior Practicum ................................................ $30.00
- Fax fee for transcripts ....................................................... $3.00
- Film Studies ........................................................................ $45.00
- Fitness/Wellness ................................................................. $25.00
- Fundamentals of Baking Fee ............................................... $50.00
- Freshman Seminar .............................................................. $30.00

GENERAL TUITION AND FEES

<table>
<thead>
<tr>
<th>General Tuition &amp; Fees</th>
<th>New Students</th>
<th>Returners</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-16 semester credits</td>
<td>$11,250.00</td>
<td>$10,258.00</td>
</tr>
<tr>
<td>Credits over 16 (per credit)</td>
<td>$620.00</td>
<td>$565.00</td>
</tr>
<tr>
<td>6-11 semester credits (per credit) (plus $175 general fee)</td>
<td>$755.00</td>
<td>$690.00</td>
</tr>
<tr>
<td>1-5 semester credits (per credit)</td>
<td>$620.00</td>
<td>$565.00</td>
</tr>
<tr>
<td>Summer (per credit)</td>
<td>$371.00</td>
<td></td>
</tr>
<tr>
<td>Audit Fee (per credit)</td>
<td>$50.00</td>
<td></td>
</tr>
</tbody>
</table>

Charges are subject to changes directed by the Board of Trustees. Central Christian College of Kansas reserves the right to make changes without prior notice.
Graduation Fee (Regardless of Attendance) .............. $75.00
Late changes in registration (after Add/Drop date) ...... $10.00
Transcript (official) ......................................... $5.00
E-Portfolio Fee ................................................ $75.00
Math Course Fee .............................................. $20.00
Ministry Internship (Background Check) .................. $35.00
Nutrition .......................................................... $35.00
Outdoor Recreation ............................................ $50.00
PhotoShop ....................................................... $10.00
Photography ..................................................... $30.00
Private Music Lessons (per credit) ......................... $50.00
Stained Glass Fee .............................................. $200.00
Students International Transcribing Fee (per credit) ... $25.00
Theater Production Courses ................................. $25.00
Withdrawal Fee ................................................ $50.00
Youth Ministry I ............................................... $10.00

Student Health Insurance Plan (single student/student + spouse) \(^8\) ........................................ $1,317.00/$4,379.00
International Student Fee .................................... $250.00
ID Replacement ............................................... $10.00
Vehicle permit (per semester) ............................... $10.00
Aviation-Private Flying ..................................... $5,500.00 $6,990.00
(Estimated minimum cost for a full-time student,
depending on fuel/use costs. Fees are in addition to six credits’ tuition. Instrument, commercial and insurance fee structure is available upon request from the Registrar.)

CONTINUING EDUCATION FEES
College graduates with a bachelor’s degree from any college may take day and evening courses for non-credit at $100 per course, plus lab fees where applicable. Individuals sixty or over may enroll for non-credit for $100 per course, plus lab fees where applicable. Private lessons and classes with limited enrollments are not included in the continuing education program.

<table>
<thead>
<tr>
<th>LIVING EXPENSES</th>
<th>New Students</th>
<th>Returners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals, per semester</td>
<td>$2,035</td>
<td>$1,880</td>
</tr>
<tr>
<td>Dorm Room, per semester (Kline Hall, Parsons Hall, Stoll Hall)</td>
<td>$1,665</td>
<td>$1,540</td>
</tr>
<tr>
<td>Dorm Room, per semester (Gillespie Hall)</td>
<td>$1,690</td>
<td>$1,565</td>
</tr>
<tr>
<td>Private Room (subject to availability)</td>
<td>1.5 x room rate</td>
<td>1.5 x room rate</td>
</tr>
</tbody>
</table>

A deposit of $200 is required of all students. The deposit will be refunded to a non-returning student following the close of the year with a deduction being made for loss of or damage to College property. The semester charge for board and room does not include service during vacation periods designated on the school calendar.

PAYMENT PROCEDURE
All accounts are due at the beginning of each semester. The family portion of charges due Central Christian College of Kansas may be cared for by one of the following:

1. Cash in full on or before the first day of class each semester -- NO FINANCE CHARGE.

2. A monthly payment plan, beginning August or September 5 or 20 and running through May 5 or 20, is available through the NBS Tuition Management Plan. There are NO finance charges for this plan, only a $45.00 enrollment fee per year. Parties interested in this plan should contact an admissions counselor or the Business Office.

3. Part-time students registering in 1-5 credits must pay the tuition charges upon registration. This payment is non-refundable after the first two weeks of the semester.

4. Local High School students taking Central Christian College of Kansas classes will be charged $95.00 per credit hour upon registration. No grade will be issued for students with a balance.

5. The College reserves the right to submit past due accounts to a collection agency at the appropriate time. The student should understand this may adversely affect their credit rating.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL STUDENT AID
Federal law establishes that all students must make Satisfactory Academic Progress (SA toward their degree to remain eligible for Federal Title IV Aid. Students at Central Christian College of Kansas must meet the following requirements to remain in good standing.

- **Attempted credits**: Maximum time frame to complete an undergraduate degree cannot exceed 150% of the published program length. The minimum number of credits required to graduate from Central Christian College of Kansas is 128 for all residential Bachelor of Science degrees and 64 for all residential Associate degrees. Therefore, students are eligible to receive Federal Title IV Aid for up to 192 attempted credits in Bachelor programs and up to 96 credits in Associate programs.
Transfer students will be evaluated by adding their transfer credits to their attempted credits, allowing them to receive aid for the balance of up to 192 credits. All coursework, with the exceptions of remedial courses, courses taken while in high school, and nontransferable courses will be considered when determining satisfactory academic progress.

Students seeking teaching certificates are eligible to receive financial aid for additional attempted credits based on the required credits of the program.

- **Pace (pass rate)** - Students must receive a passing grade in at least 66.67% of their overall credits which they attempt on a cumulative basis, including accepted transfer credits.
- **GPA Progression** - Students must achieve a cumulative GPA of 2.0 by the middle of their academic program (64 credits attempted). Students will be evaluated based on the following GPA sliding scale:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-32.99</td>
<td>1.70</td>
</tr>
<tr>
<td>33-63.99</td>
<td>1.85</td>
</tr>
<tr>
<td>64-192</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Monitoring Satisfactory Academic Progress**
The Office of Financial Aid will monitor Satisfactory Academic Progress (SAP) at the end of each payment period (Fall, Spring, and Summer). Written notification will be sent to students placed on:

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

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

**FINANCIAL AID WARNING**
A student who has not met one or more minimum requirements at the end of a semester will be placed on Financial Aid Warning. The Financial Aid Warning period will consist of the next term in which the student is enrolled in classes. The student may receive aid for one term while on Financial Aid Warning without an appeal.

**FINANCIAL AID SUSPENSION**
A student who has not met one or more minimum requirements for two consecutive semesters, and either fails to appeal his or her status or has appealed and been denied will be placed on Financial Aid Suspension. Students placed on Financial Aid Suspension are ineligible to receive Federal financial aid.

**APPEALING SUSPENSION OF FINANCIAL AID ELIGIBILITY**
If special circumstances prevent a student from meeting minimum requirement for SAP, a financial aid suspension may be appealed to the SAP Appeals Committee. An appeal reviewed by the Committee does not guarantee reinstatement of financial aid.

Appropriate circumstances include:

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

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

**FINANCIAL AID PROBATION**
A student not making SAP standards and has successfully appealed a suspension will be placed on financial aid probation. Federal aid may be received for one payment period only. The student may have additional requirements and/or limitations such as a reduced course load or enrollment in specific courses while on Financial Aid Probation. If the student cannot mathematically achieve SAP standards within one payment period, the student must pursue an academic plan.

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

**REINSTATING FINANCIAL AID ELIGIBILITY**
Students may regain eligibility by successfully achieving an overall completion rate of 66.67% and/or by meeting the GPA requirements.

Students appealing Financial Aid Probation may also be requested to submit an academic plan that outlines achievement of at least the required 66.67% completion rate, the minimum required GPA, and/or graduation by a specified time.

**REFUND/WITHDRAWAL POLICY**
In order to comply with federal regulations, Central Christian College of Kansas maintains a fair and equitable refund policy.
WITHDRAWAL FROM A COURSE (NOT FROM TERM)
When a student withdraws from a course and not from the term, the add/drop date will determine the appropriate charge. Students should be aware that withdrawal from a course may affect financial aid, athletic eligibility, residential status, and student status.

In the case of residential (on campus) classes during the Fall and Spring semesters, charges will be assessed as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Add/Drop Date</th>
<th>Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA &amp; SP</td>
<td>1-8 days</td>
<td>no charge</td>
</tr>
<tr>
<td></td>
<td>8-10 days</td>
<td>80% charge</td>
</tr>
<tr>
<td></td>
<td>11+ days</td>
<td>100% charge</td>
</tr>
</tbody>
</table>

In the case of online classes taken during the summer term, 100% of charges will be assessed after 4 calendar days.

WITHDRAWAL FROM THE ENTIRE TERM (ALL COURSES)
Official Withdrawal occurs when a student completes a withdrawal form in the Student Development Office. The last day attended (LDA) will be calculated on the last date of positive attendance on record. The Date of Determination for refund purposes the date the student completes the form.

Student Procedure:
- Obtain withdrawal form from Student Development Office.
- Obtain signatures from the following offices:
  - Student Development
  - Registrar
  - Library
  - Activities Supervisor (coach, ministry team sponsor, etc.)
  - Financial Aid
  - Business Office
- Return completed form to the Registrar’s Office.
- Check out of the dorm with the Resident Director.

Unofficial Withdrawal occurs when a student ceases to attend classes without notification of intent to withdraw or when a student otherwise indicates that he or she plans to withdraw and fails to follow through with written notification. The LDA will be the last day of class participation. The date of determination for refund purposes will be the date on which the College becomes aware that the student has stopped attending and shall be no later than fourteen calendar days after the LDA except under extenuating circumstances.

WITHDRAWAL PROCEDURES
1. The Financial Aid Office receives official withdrawal notification.
2. The Return of Title IV and Institutional Refund Calculations are completed within 30 days of the Date of Determination.
3. 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.
4. The Financial Aid Office requests any post-withdrawal disbursement due to the student.
5. The withdrawal calculations and final bill are sent to the student.

RETURN OF TITLE IV FUNDS
A withdrawing student who has received any Title IV Federal Student Aid will be subject to the refund policies and procedures mandated by the United States Department of Education. In regulating refunds, the Department of Education requires the College to calculate earned and unearned federal aid using the following method:

1. If withdrawal occurs within the first 60% of the term or payment period, a pro rata adjustment will be made to the student’s federal financial aid.
   a. Beginning with the last day attended, the number of days completed in the term are divided by the total number of days in the term (beginning with the first full day of classes and ending with the last day of class) to determine the percentage of the adjustment.
   b. Scheduled breaks of five class days or more are excluded.
2. If withdrawal occurs after the first 60% of the term or payment period, no adjustment or refund is due.

The percentage of the enrollment period completed is then applied to the total Title IV aid that was disbursed and could have been disbursed during that period to determine the amount of Title IV that has been earned by the student. Unearned federal aid must be returned to the original sources, whether it has been credited to the student’s account or disbursed directly to the student.

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

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Direct Stafford Loans
4. Subsidized Direct Stafford Loans
5. Federal Perkins Loans
6. Federal PLUS Loans
7. Direct PLUS Loans
8. Federal Pell Grants
10. Iraq Afghanistan Service Grants

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

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

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

INSTITUTIONAL REFUND POLICY
In order to comply with Federal regulations, Central Christian College of Kansas maintains a fair and equitable institutional refund policy. To calculate earned and unearned percentages for charges, institutional aid and non-federal aid, the College uses the same method and attendance dates as states under the Return of Title IV Funds.

1. If withdrawal occurs within the first 60% of the term or payment period, a pro rata adjustment will be made to the student’s charges (see Program Expenses and other fees), institutional financial aid, and non-federal financial aid.
   a. Beginning with the last day attended, the number of days completed in the term are divided by the total number of days in the term (beginning with the first full day of classes and ending with the last day of class) to determine the percentage of the adjustment.
   b. Scheduled breaks of five class days or more are excluded.
   c. The percentage of the enrollment period completed is applied to the total term tuition charges to determine the amount of tuition charges that have been earned by the student. Unearned tuition charges will be credited to the students account.
   d. The percentage of the enrollment period completed is then applied to all state, institutional and outside awards credited to the student’s account to determine the amount of non-federal aid that has been earned by the student. Unearned aid must be returned to the original sources, whether it has been credited to the student’s account or disbursed directly to the student. If an outside agency allows, a larger percentage or the entire award may be used by the student to pay adjusted charges.
   e. Adjustments that result in a credit to the student will be sent to the student within 14 days of posting to the students account.

2. If withdrawal occurs after the first 60% of the term or payment period, no adjustment or refund is due.

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.
FINANCIAL AID – SCHOOL OF PROFESSIONAL & DISTANCE EDUCATION

ACCEPTANCE STATUS

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

PROVISIONAL ACCEPTANCE
Students that have been provisionally accepted may be eligible to apply for Federal Title IV Financial Aid. The student will receive notification of additional requirements that must be met prior to enrolling for an additional term. The student is eligible for Federal Title IV financial aid during the provisional acceptance period, however, must satisfy the requirements of the provision before receiving aid for additional terms.

CONDITIONAL ACCEPTANCE
Students that may be missing items for full or provisional acceptance may be offered conditional acceptance. To begin taking classes, students must sign a Conditional Admission Agreement form. This form will identify the specific deficiencies that need to be addressed and provide disclosers to the student. The student on a conditional acceptance is not eligible for Federal Title IV Financial aid will not be charged. Students are given one module to provide the additional documents needed in order to make a full or provisional admissions decision.

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

AWARD AND DISBURSEMENT

ELIGIBILITY
Enrollment status affects the awards a student is eligible to receive. Student’s enrolled full-time (minimum of 12 credits per term) may be eligible to receive all federal aid. Students enrolled three-quarter time (9-11 credits per term) may be eligible to receive three-quarters of any Federal Pell Grant and full SEOG and Federal Stafford Loans. Students enrolled half time (6-8 credits per term) may be eligible to receive half of any Federal Pell Grant and full SEOG and Federal Stafford Loans. Students enrolled less than half time (5 or less credits per term) may be eligible to receive less than half time Pell Grant only.

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

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

If a student enrolls without financial aid being completed, the student will not receive any financial aid until all documentation is provided to the financial aid office. Within three weeks of receiving all the required documentation and if no further corrections are required on the SAR, the student should receive his or her financial aid awards as long as it is not beyond the academic year for which it was to be disbursed.

The Business Office will notify students by mail, e-mail, or through the Campus Portal when financial aid awards have been credited to their accounts via receipts or billing statements. Students will be given 14 days to cancel any loan disbursement from the date they were notified of any loan posting to their account.

GRANTS

FEDERAL PELL GRANT
The Federal Pell program was authorized by the federal government in 1972. This program provides for the payment of awards to students based on financial need. The application and award process is outlined as follows:

1. A student will complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Paper applications may be downloaded at www.federalstudentaid.ed.gov or may be available at the student’s high school.
2. The U.S. Department of Education will provide Central with a payment schedule with which to calculate the student’s award. Actual awards are based on this schedule and may vary in amounts from year to year.

LOANS

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

The maximum amount that a student may borrow is $3,500 for a freshman, $4,500 for a sophomore, and $5,500 for juniors and seniors. For loans disbursed from July 1, 2014, to June 30, 2015, the interest rate is fixed at 4.66%. The federal government will pay the interest until the student graduates, leaves school or drops below half-time and his/her repayments on the loan begin. There will be an origination fee charged by the Department of Education. Standard repayment of these loans may be extended over a ten-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 STAFFORD LOAN
For students who do not qualify for the Subsidized Federal Stafford Loan based on need, a new loan was established in 1992 called an Unsubsidized Federal Stafford Loan. A student can borrow the same amounts as the Subsidized Federal Stafford Loan. With the unsubsidized loan, the student does not get the same interest subsidies as the Subsidized Federal Stafford Loan program. The student is responsible for the interest. Repayment obligations are the same as the Subsidized Federal Stafford Loan Program.

Starting in fall 2008, students may borrow $2,000 more than the maximum subsidized loan limits in the form of an unsubsidized Stafford Loan. For loans disbursed from July 1, 2014 to June 30, 2015, the interest rate is fixed at 4.66%.

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

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 education less other financial aid received. Repayment begins 30-60 days after the second loan disbursement and may be paid back over ten years. For loans disbursed from July 1, 2014 to June 30, 2015, the interest rate is fixed at 7.21%.

VETERANS
Students eligible for VA educational benefits should first contact their nearest Department of Veterans Affairs Office for a letter of eligibility before contacting the Registrar’s Office. An online application is also available at http://www.benefits.va.gov/gibill.

PROGRAM EXPENSES
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.

- On ground degree completion charges are $371 per credit hour.
- Online programs related to Aviation Management, Sport Management, and Ministry Leadership are $371 per credit hour.
- The online Criminal Justice program is $371 per credit hour and includes tuition and books.
- The Organization Leadership Business full degree is $425 per credit hour and includes tuition, and book(s) for the first course.
- The Healthcare degree completion programs are $425 per credit hour and include tuition and, and book(s) for first course.

ALLOWANCES PER ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books for Ministry On-line</td>
<td>$1,000</td>
</tr>
<tr>
<td>Books for Health Care and Org Leadership</td>
<td>$1,100</td>
</tr>
<tr>
<td>Computer/Supplies</td>
<td>$ 900</td>
</tr>
<tr>
<td>Living Expenses— Off Campus</td>
<td>$9,680</td>
</tr>
<tr>
<td>Living Expenses – With Parent</td>
<td>$7,260</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,000</td>
</tr>
<tr>
<td>Transportation Expenses (On Ground only)</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

OTHER FEES (AS APPLICABLE)

- Application Fee (EXCEL Only) ......................... $20
- Credit for Prior Learning Assessment Fee ............$50/credit
- Exam Credit Assessment (AP, CLEP, etc.) .............$50/exam
- Directed Study Fee ....................................... $100/credit
- Retake Fee ................................................ $50/credit
- Graduation Fee (Regardless of Attendance) ........... $100
- Withdrawal Fee ............................................ $50.00

All accounts are due the beginning of each term.
TUITION AND PROGRAM STATUS
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, on-ground degree completion student taking courses in a residential environment will be charged at the on-ground degree completion tuition rate.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL STUDENT AID

Attempted credits: Maximum time frame to complete an undergraduate degree cannot exceed 150% of the published program length. The minimum number of credits required to graduate from Central Christian College of Kansas is 120 - 123 dependent on the degree being sought. Therefore, students are eligible to receive Federal Title IV Aid up to 180 - 188 attempted credits.

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

Transfer students will be evaluated by adding their transfer credits to their attempted credits, allowing them to receive aid for the balance of the 180 credits (On ground, Criminal Justice, Organizational Leadership online, Ministry) or 188 credits (Healthcare online). All coursework, with the exceptions of remedial courses, courses taken while in high school, and nontransferable courses will be considered when determining satisfactory academic progress.

Pace (pass rate): Students must receive a passing grade in at least 66.67% of their overall credits in which they attempt at Central Christian College.

GPA Progression: Students must achieve a minimum cumulative GPA per term based on the program for which they are admitted. Students in any degree completions program (On-ground, Criminal Justice, Ministry, Healthcare) must achieve a 2.0 cumulative GPA each term. Students in the Organizational Leadership online program must achieve a cumulative GPA based on the following scale:
- 1.7 cumulative GPA for 1-27 attempted credits
- 1.85 cumulative GPA for 28-58 attempted credits
- 2.0 cumulative GPA for 59 or more attempted credits

MONITORING SATISFACTORY ACADEMIC PROGRESS
The Office of Financial Aid will monitor Satisfactory Academic Progress (SA at the end of each term. Written notification will be sent to students placed on:
- Financial Aid Warning – Not meeting SAP
- Financial Aid Suspension – Not meeting SAP a second time consecutively
- Financial Aid Probation – Appeal Approved, can meet SAP at end of next term
- Academic Plan – Appeal Approved, student on plan
- Financial Aid Reinstatement – SAP requirements met
In cases where an appeal warrants an academic plan, the SAP Appeals Committee will monitor academic plans and provide a measurement for each student’s pace and GPA progression based on the duration stated in each plan.

FINANCIAL AID WARNING
A student who has not met one or more minimum requirements at the end of a term will be placed on Financial Aid Warning. The Financial Aid Warning period will consist of the next term in which the student is enrolled in classes. The student may receive aid for one term while on Financial Aid Warning without an appeal.

FINANCIAL AID SUSPENSION
A student who has not met one or more minimum requirements for two or more terms consecutively, and either fails to appeal his or her status or has appealed and been denied, will be placed on Financial Aid Suspension. Students placed on Financial Aid Suspension are ineligible to receive Federal financial aid.

APPEALING SUSPENSION OF FINANCIAL AID ELIGIBILITY
If special circumstances prevent a student from meeting the minimum requirements for SAP, a financial aid suspension may be appealed to the SAP Appeals Committee. An appeal reviewed by the Committee does not guarantee reinstatement of financial aid. Appropriate circumstances include:
- Serious medical illness or injury to the student
- Death of an immediate family member
- Other special circumstances

Appeal forms are available from the Assistant Registrar. Forms must be submitted with supporting documentation prior to or during the term for which financial aid is needed.

FINANCIAL AID PROBATION
A student not making SAP standards and who has successfully appealed a suspension will be placed on financial aid probation. Federal aid may be received for one payment period only. The student may have additional requirement and/or limitations such as a reduced course load or enrollment in specific courses while on Financial Aid Probation. If the student cannot mathematically achieve
SAP standards within one payment period, the student must pursue an academic plan.

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

REINSTATING FINANCIAL AID ELIGIBILITY
Students may regain eligibility by successfully achieving an overall completion rate of 66.67% and/or by meeting the GPA requirements.

Students appealing Financial Aid Probation may also be requested to submit an academic plan that outlines achievement of at least the required 66.67% completion rate, the minimum required GPA, and/or graduation by a specified time.

ACADEMIC INTERRUPT/REFUND/WITHDRAWAL POLICY
In order to comply with federal regulations, Central Christian College of Kansas maintains a fair and equitable refund policy.

CENSUS DATES
1. On Ground
   a. Students will be charged 100% of the term tuition on the 1st day of the term.
   b. Unless there is expressed written consent from the respective Dean or Director, students will not be allowed to start a new course after the 2nd class period.
2. On Line
   a. Students will be charged 100% of the term tuition on the 3rd day of the term
   b. Unless there is expressed written consent from the respective Dean or Director, students will not be allowed to start a new course after the 4th day of class.

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

Unofficial Withdrawal occurs when a student ceases to attend classes without submitting written notification of intent to withdraw from the program or when the student otherwise indicates that they plan to withdraw and fails to follow through with the written notification. The LDA will be the last day of class participation in the course. The Date of Determination for refund purposes will be no later than 14 calendar days after the LDA, except in extenuating circumstances.
WITHDRAWAL PROCEDURES
1. The Office of Professional Education receives official withdrawal notification from the student or determines that the student has ceased attending all classes.
2. The Department of Professional Education notifies the Administrative Staff that the student has withdrawn.
3. Ineligible Pell (if applicable), Ineligible Loan (if applicable), and the Return to Title IV and Institutional Refund Calculations are completed within 30 days of the Date of Determination.
4. Financial Aid requests any post-withdrawal disbursement due to the student.
5. 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.
6. The Withdrawal Calculations and final bill are sent to the student.

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, ¼ 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 Stafford Loans, students must be at enrolled at least half time (6 credits). Students that withdraw before attempting all of the credits for which they are enrolled may have a change in their enrollment status. Federal Direct Stafford loans disbursed prior to the Last Day of Attendance will be subject to the Return to Title IV Funds as explained below. Federal Direct Stafford loans that where disbursed after the Last Day of Attendance, and the student has not attempted at least 6 credits, are ineligible loans and must be returned to the Department of Education. Loans that were originated prior to the Last Day of Attendance, but not disbursed may be counted in the Return of Title IV Funds as “could have been disbursed.”

RETURN OF TITLE IV FUNDS
A withdrawing student who has received any Title IV Federal Student Aid will be subject to the refund policies and procedures mandated by the United States Department of Education. In regulating refunds, the Department of Education requires the College to calculate earned and unearned federal aid using the following method:

3. If withdrawal occurs within the first 60% of the term or payment period, a pro rata adjustment will be made to the student’s federal financial aid.
   a. Beginning with the last day attended, the number of days completed in the term are divided by the total number of days in the term (beginning with the first full day of classes and ending with the last day of class) to determine the percentage of the adjustment.
   b. Scheduled breaks of five class days or more are excluded.
4. If withdrawal occurs after the first 60% of the term or payment period, no adjustment or refund is due.

The percentage of the enrollment period completed is then applied to the total Title IV aid that was disbursed and could have been disbursed during that period to determine the amount of Title IV that has been earned by the student. Unearned federal aid must be returned to the original sources, whether it has been credited to the student’s account or disbursed directly to the student.

RETURN OF TITLE IV FUNDS DISTRIBUTION
Whenever the Department of Education’s procedures result in a return of a student’s Title IV awards, the restored amount must be returned to the appropriate program sources in the following order:
1. Unsubsidized Direct Federal Stafford Loans
2. Subsidized Direct Federal Stafford Loans
3. Federal Perkins Loans
4. Direct Federal PLUS Loans
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grants
7. Iraq Afghanistan Service Grants

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

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

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

INSTITUTIONAL REFUND POLICY
In order to comply with Federal regulations, Central Christian College of Kansas maintains a fair and equitable institutional refund policy. To calculate earned and unearned percentages for charges, institutional aid and non-federal aid, the College uses the same method and attendance dates as states under the Return of Title IV Funds.

2. If withdrawal occurs within the first 60% of the term or payment period, a pro rata adjustment will be made to the student’s charges (see Program Expenses and other fees), institutional financial aid, and non-federal financial aid.
   a. Beginning with the last day attended, the number of days completed in the term are divided by the total number of days in the term (beginning with the first full day of classes and ending with the last day of class) to determine the percentage of the adjustment.
   b. Scheduled breaks of five class days or more are excluded.
   c. The percentage of the enrollment period completed is applied to the total term tuition charges to determine the amount of tuition charges that have been earned by the student. Unearned tuition charges will be credited to the student’s account.
   d. The percentage of the enrollment period completed is then applied to all state, institutional and outside awards credited to the student’s account to determine the amount of non-federal aid that has been earned by the student. Unearned aid must be returned to the original sources, whether it has been credited to the student’s account or disbursed directly to the student. If an outside agency allows, a larger percentage or the entire award may be used by the student to pay adjusted charges.
   e. Adjustments that result in a credit to the student will be sent to the student within 14 days of posting to the student’s account.
3. If withdrawal occurs after the first 60% of the term or payment period, no adjustment or refund is due.

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

STATE AUTHORIZATION
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.
Central Christian College 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 at the bottom of the page.)

All students planning to use VA education benefits must submit an application prior to using their benefits. This can be done on the VA website through the electronic application, VONAPP, by clicking on the “Apply for Benefits” button. 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 22-1995) must be submitted in order for the benefits to be transferred to CCC (this can also be done through VONAP).

When using VA benefits to pay for tuition at CCC, students must contact the Academic Office and 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 CCC, the SCO for both the online and residential programs can be contacted through the Academic Office. The primary roles of a SCO is to certify the dates of a student’s enrollment and 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**
This section is provided as a reference on current educational VA benefits. Central Christian College Certifying Officials do not have access to VA records and are not able to identify program eligibility. For more information on each program or to inquire about individual eligibility, please visit [http://www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill) or contact the VA directly using one of the methods described earlier.

**Chapter 30 Montgomery GI Bill - Active Duty (MGIB-AD)**
- Served on regular active duty after June 30, 1985
- Elected to make 12 monthly contributions of $100 from military pay or converted from another GI Bill program such as VEAP or the Vietnam Era GI Bill
- Received an Honorable Discharge
- Completed High School or GED
- Typically, students have 10 years after release from active duty to use MGIB-AD

**Chapter 31 Vocational Rehabilitation and Employment Program (VR&E)**
- Must have a minimum service connected disability rating of at least 10% or a memorandum rating of 20% or more from the VA
- Determined to have an employment handicap as evaluated by a Vocational Rehabilitation Counselor (VRC)
- Received or will receive a discharge other than dishonorable
- Students have 12 years after release from active duty or 12 years from the date the student was first notified by the VA of a service connected disability rating to use VR&E services

**Chapter 32 Veterans Educational Assistance Program (VEA)**
- Entered active duty service for the first time between January 1, 1977, and June 30, 1985
- Voluntarily contributed up to $2700 into program
- Completed the first period of service
- Discharged or released from service under conditions other than dishonorable
- Students have 10 years from after release from active duty to use VEA benefits

**Chapter 33 Post 9/11 GI Bill**
- Served on active duty after September 10, 2001 for at least 90 days aggregate OR served on active duty at least 30 days after September 10, 2001 and was discharged with a service connected disability
Received an honorable discharge

Chapter 33 Post 9/11 GI Bill – Transfer of Entitlement (TOE)
• Spouse or child of service member eligible for Post 9/11
• DoD approved transfer of entitlement

Chapter 33 Post 9/11 GI Bill – Fry Scholarship (Fry)
• Child of service member who died in the line of duty after September 10, 2001

Chapter 35 Survivors & Dependents Assistance (DEA)
Recipient must be the son, daughter, or spouse of:
• A veteran who died or is permanently and totally disabled as the result of a service-connected disability
• A veteran who died from any cause while such permanent and total service-connected disability was in existence
• A service member missing in action or captured in line of duty by a hostile force
• A service member forcibly detained or interned in line of duty by a foreign government or power
• A service member who is hospitalized or receiving outpatient treatment for a service connected permanent and total disability and is likely to be discharged for that disability

Chapter 1606 Montgomery GI Bill – Select Reserve (MGIB-SR)
• Have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985
• Completed initial active duty for training (IADT)
• Remain in good standing while serving in an active Selected Reserve unit OR were discharged from Selected Reserve service due to a disability not caused by misconduct

Chapter 1607 Reserve Educational Assistance Program (REA)
• Reserve Components (National Guard or Reserves)
• Activated for at least 90 days after September 11, 2001

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 are sent directly to the student, and is the student’s responsibility to make payment arrangements with the school.

Depending on the program enrolled, benefit eligibility, rate of pursuit, enrollment status, and how long it takes for benefits to be processed, students may experience a tuition balance at any time during their semester or term. When a balance exists, the school may require payment from another source to cover the shortfall or 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 bills students by semester or term. With that in mind, students should understand the frequency by which their respective benefit will be disbursed to be aware that a balance may occur during their semester or term. The following benefits are disbursed in monthly amounts that vary by program: Chapter 30, Chapter 32, Chapter 35, Chapter 1606, and Chapter 1607. The following benefits are disbursed by semester, term, or module: Chapter 33, Chapter 31. Students are encouraged to visit with the School Certifying Official 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 is proud to participate in the Yellow Ribbon Program. The Yellow Ribbon Program is a voluntary agreement between Central Christian College and the VA to fund net tuition and fee charges that are above the maximum cap for all Chapter 33 Post 9/11 GI Bill recipients that are entitled to the maximum benefit rate. Central Christian College 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 Central Christian College, and fifty percent will be funded by the VA. Please visit the VA website (listed under the VA section) for the current benefit cap. Net tuition and fee charges are defined as the tuition and fee charge less any waiver or reduction by way of scholarship, Federal, State, institutional, or employer based aid assistance (excluding Title IV aid) that is provided directly to the school and specifically designated for the sole purpose of defraying tuition and fees.

Yellow Ribbon funds that are provided by the VA will be sent directly to the school. Yellow Ribbons funds that are provided by Central Christian College will be disbursed in the form of an institutional grant. For more information on the Yellow Ribbon program, please visit the VA website (listed under the VA section).
PRINCIPLES OF EXCELLENCE
To strengthen consumer protection for service members, veterans, and their families, Central Christian College has agreed to Executive Order 13607. Central Christian College 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 CCC 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 CCC’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 would 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 ¾ time.

ADDITIONAL MILITARY DOCUMENTS THAT MAY BE REQUESTED
The following documents may be requested by the School Certifying Official or Academic Office
- Certificate of Eligibility (COE) – Chapter 33 Post 9/11 GI Bill recipients will receive a COE identifying additional eligibility information
- Notice of Basic Eligibility (NOBE) – Chapter 1606 Select Reserve recipients will receive this form once eligibility has been established
- DD-214 Copy 4 – Veteran’s discharge or separation documents
- 22-1995 – Change of Program or Place of Training form

TUITION ASSISTANCE
Military Tuition Assistance 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 per semester hour cap is $250 and the fiscal year ceiling is $4,500. Payment is usually sent directly to the school. See Financial Aid section for information on the Military Tuition Assistance Grant provided by CCC.

Students planning to use Tuition Assistance to pay for classes at CCC must contact the Academic Office and inform the Business Office of their intentions.

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 application and 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.

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

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

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

IRAQ/AFGHANISTAN SERVICE GRANT
Students whose parent or guardian died as a result of U.S. Military service in Iraq or Afghanistan after September 11,
2001, may receive increased amounts of Federal Student Aid if the student was less than 24 years old when the parent or guardian died, or was enrolled at Central Christian College 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 and online Ministry Leadership programs 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 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. Current tuition rates for these programs are $371 per credit hour. Current maximum tuition assistance rates are $250 per credit hour, therefore the grant value is $121 per credit hour.

**PROGRAM EXPENSES**

Certain programs require students to self-report tuition and required fees. The school 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 appropriate Financial Aid sections of this Catalog (School of Liberal Arts & Sciences for residential programs and School of Professional & Distance Education for online and on-ground degree completion programs).

All programs at Central Christian College are term based. Students will be charged for all credits in which they are scheduled and enrolled.

**ELIGIBLE REQUIRED FEES (SEE RESPECTIVE FINANCIAL AID SECTIONS FOR OTHER FEES)**

- Aviation Fees ........................................ $1,497 - $6,990/semester
- Directed Study Fee (residential) ....................... $50/credit
- Directed Study Fee (degree comp & online) ........... $100/credit
- Remote Technology Fee ................................. $50/term

**WITHDRAWAL**

Please see the Financial Aid sections 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 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 and may cause an overpayment that is the student’s responsibility to repay.

**WITHDRAWAL DUE TO BEING CALLED TO ACTIVE DUTY**

Central Christian College would encourage any student who is called up for active duty to continue their enrollment if possible. In the event that a student must or chooses to withdrawal due to a deployment, Central Christian College 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). Institutional charges incurred prior to a withdrawal due to deployment will be expected to be satisfied by the student. Students who withdraw for any other reason will follow the withdrawal procedures as outlined in the respective Financial Aid sections of this Catalog.
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 Alumni Office at the time of withdrawal or graduation. The Alumni 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 16 of the last 32 credits at Central Christian College of Kansas to be a candidate for an associate degree, and 32 of the last 64 credits from Central Christian College of Kansas to be a candidate for a bachelor’s degree.

The standard number of credits to receive a degree is 128 credits (Bachelor), and 64 (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.

Students reentering the College as full-time students must meet the requirements of the program version as described in the Catalog published at the time 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.

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.

4-1-4 Calendar
Central Christian College of Kansas operates on a 4-1-4 calendar system. This innovation in academic scheduling divides the formal school calendar in two semesters of four months, with a 1-month interterm between semesters. The first semester closes immediately before Christmas break. Students return in January for Interterm. Immediately following Interterm, the spring semester begins.

Registration
Registration dates for each semester are published in the school calendar on the Central Christian website, in the student planner, 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. 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.
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 Student Development Office as soon as possible. Accommodations require that the individual provide verification of eligibility for said accommodations. It is the responsibility of the student to initiate contact with the Student Development Office to initiate an accommodation.

COURSE LOAD/STUDENT STATUS
A full-time student is defined as one who is taking a minimum of 12 semester credits. Fourteen to sixteen semester credits (Fall & Spring) and three semester credits during Interterm 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 16 credits are permissible only by approval of the Chief Academic Officer. The maximum load a student can carry is 21 credits. A student is considered part-time if he or she is taking 6-11 credits in any given residential semester.

Tuition costs cover 12 – 16 credits each semester and 3 credits during Interterm. Any credits taken above 16 in the spring or fall (or above 3 during Interterm) will result in additional tuition charges.

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 semester credit hour as the amount of work represented in the achievement of the intended learning outcomes (verified by evidence of student achievement) that reasonably approximates:

1) one hour (50 minute period) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work (50 minutes multiplied by 2 = 100 minutes) each week, for approximately fifteen weeks (less breaks/holidays) for one semester or the equivalent amount of work over a different amount of time; or

2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as recognized by the department, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credits.

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 [G] after a course number indicates that the course may count toward general education requirements.

The designation [W] before a course name indicates that the course carries a prerequisite.

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

CHANGES IN REGISTRATION
Each term, the Academic Office provides a timeline of dates for changes in registration. Dates conform to the following guidelines, but the Registrar should always be consulted for final dates.

Fall & Spring Semesters (traditional terms)
- First day of class: counts evening classes
- Last day to change/add course for credit: 11th day
- Last day to add Term 2 course: 4th day of Term 2
- Last day to drop Term 1 course without grade: 28th day
- Last day to drop semester course without grade: 63rd day
- Last day to drop Term 2 course without grade: 24th day of Term 2

Interterm (one month term)
- Last day to change/add course for credit: 3rd day
- Last day to drop course without grade: 9th day

Summer (3-8 week, 6 credit load)
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 ten days after mid-semester receive a grade of WF.

When a student is failing part of his or her work, he or she may be withdrawn from one or more courses at the discretion of the Chief Academic Officer. Withdrawal from a course may also be requested by an instructor, which will need approval by the Chief Academic Officer. No charge is made for registration changes initiated by the Chief Academic Officer.

Exceptions to these deadlines may be granted by the Registrar due to circumstances beyond the control of the student. Students are responsible for all tuition and fees related to withdrawal from a course.

Students should be aware that withdrawal from a course may affect financial aid, athletic eligibility, residential status, and student status. Students may not add credit for athletic participation after the add/drop date for the purpose of maintaining eligibility.

**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.

A student with 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 will be required at the discretion of the instructor.

Students who miss 25% or more of a semester course, through both excused and unexcused absences, can be withdrawn from the course (either at the discretion of the instructor or through an administrative withdrawal process). 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.

**EXCUSED ABSENCES**

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.
- An 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.
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.

LEAVES OF ABSENCE
Temporary leaves of absence will be granted by the Chief Academic Officer upon proof that an emergency exists. Absences resulting from illness must be verified by the resident director, medical professional, or parents.

DECLARATION/CHANGE OF MAJOR OR MINOR
Students must declare a major by the time they complete 60 credits. Declaring a minor is optional and does not constitute a graduation requirement. Students may apply courses already required by a major or emphasis to fulfill the requirements of the minor.

Requests to declare or change major, emphasis, concentration, 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 32 residential credits (at Central Christian College of Kansas) and meet all requirements associated with both degrees.

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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>Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>✓</td>
<td>3.30</td>
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<tr>
<td>B</td>
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<td>✓</td>
<td>✓</td>
<td>3.00</td>
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<tr>
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<tr>
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<tr>
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<td>1.70</td>
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<tr>
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<td>D</td>
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<td>D-</td>
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<tr>
<td>EX</td>
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<td>✓</td>
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</tbody>
</table>

F......................... Failure
AU......................... Audit course
FX......................... Failed due to academic dishonesty (e.g. plagiarism, cheating, etc.)
I......................... Incomplete; part of the required work of the course remains undone.
IP ......................... In Progress: Courses connected by consecutive semesters may receive this designation until the full course is complete.
P ......................... Passing grade on the Pass/Fail System
FL ......................... Failing grade on the Pass/Fail System
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

*This grading scale goes into effect fall 2014. GPA for students enrolled in academic years prior to fall 2014 will be figured on the Catalog specification aligned with their year of entry.*
INCOMPLETES

Students who find that they are unable to complete the requirements of a course within the specified semester or term may request that a grade of “I” (Incomplete) be awarded for the course. The request for an incomplete is initiated by the student, though the final decision is at the discretion of the faculty. The circumstances leading to the request must be beyond the control of the student and represent unavoidable conditions that have resulted in hardship or obstacles that keep the student from completing required 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 to the Chief Academic Officer that the student be permitted to withdraw from the course. When the parties fail to agree, the case may be referred to the Chief Academic Officer.

Applications for incompletes are available in the Academic Office. 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 course work according to the schedule below (or as designated on the application). An incomplete not cared for within the specified period will result in a grade of “F” or another grade specified by the instructor.

<table>
<thead>
<tr>
<th>Incomplete Submission Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concluding Semester</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Interterm</td>
</tr>
<tr>
<td>Spring</td>
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<tr>
<td>Summer</td>
</tr>
</tbody>
</table>

REPEATING COURSES

Students receiving a failing grade in a course may retake the course as many times as is necessary to pass the course. Once a course has been passed with a grade of D or better, the course can only be retaken one more time.

Students who have already passed a course but want to improve their GPAs or grades in a certain course may retake that course once. The retake course will be 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 programs where all students are expected to enroll in a class on a continuing basis. These courses use the same course number and syllabus, but content changes for each term (i.e.: choir, jazz band, ministry team, etc.). These classes are repeatable as many times as the Catalog articulates. The transcript will highlight the course as repeated, but will evaluate the grade and credits as distinctive and non-punitive.

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)

One Continuing Education Unit is defined as ten contact hours of participation in an organized Continuing Education experience under responsible sponsorship, capable direction, and qualified instruction. CEUs will be granted by the Academic Office if the event has been pre-approved by the Chief Academic Officer and upon confirmation of completed hours.

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. No record of the course will appear on the transcript unless the student pays the audit fee.

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.

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.
   c. Showing proficiency in the department in which the Directed Study is to be completed.

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 interterm or 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.

ENGLISH AS A SECOND LANGUAGE PROGRAM
In order to support those seeking to develop their English language skills, the English as a Second Language Program at Central Christian College provides a number of resources and tools. The College employs an International Student Coordinator that works directly with the English Department to enhance the educational experience for all...
students mastering the English language, regardless of nationality.

ENGLISH LANGUAGE INSTITUTE
All international students and any student with a TOEFL score ranging from 350 to 499 are required to attend the ESL Summer Institute. This program begins five weeks prior to the start of the fall semester. In addition to the advantages of cultural immersion with host families and specialized learning opportunities, students will participate in a prescribed curriculum designed to assist them in matriculating into the fall semester. These courses will count for credit on the transcript.

These classes include:
- EN-EL 100 International Seminar (2 Credits)
- EN-EL 101 Culture in Context (2 Credits)

ENGLISH AS A SECOND LANGUAGE CURRICULUM
Students with TOEFL scores ranging from 350-499 (regardless of attendance at the Summer Institute) are required to complete the following courses as part of their first two years of attendance at Central Christian College. These classes are integrated into the typical sequence of courses designed to help students earn their Associate of Arts Degree and move into the Bachelor program.

<table>
<thead>
<tr>
<th>ESL Course</th>
<th>Speaking, Listening, &amp; Vocabulary (3)</th>
<th>Writing, Grammar, &amp; Reading (3)</th>
<th>Composition, Reading, and Rhetoric I (3)</th>
<th>Composition, Reading, and Rhetoric II (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar (1)</td>
<td>Conversation Lab (1)</td>
<td>Conversation Lab (1)</td>
<td>Conversation Lab (1)</td>
<td></td>
</tr>
<tr>
<td>Fundamental</td>
<td>Writing &amp; Research (3)</td>
<td>Philosophy (3)</td>
<td>Literature Course (3)</td>
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<tr>
<td>Study Techniques</td>
<td>History (3)</td>
<td>Fitness &amp; Wellness (2)</td>
<td>Speech (3)</td>
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</tr>
<tr>
<td>Intro. To Biblical</td>
<td>Math (3)</td>
<td>Social Science (3)</td>
<td>Contemporar y Culture (3)</td>
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</tr>
<tr>
<td>Literature (3)</td>
<td>Elective (3)</td>
<td>Activity Course (1)</td>
<td>Elective (3)</td>
<td></td>
</tr>
<tr>
<td>Electives (3)</td>
<td>Elective (3)</td>
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<tr>
<td>Total Credits</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Marriage & Family and Science courses taken during Interterm.

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.

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.
Focus on the Family: A Semester in Colorado Springs

The Focus on the Family Institute provides a unique educational community which nurtures emerging Christian leaders, equipping them to promote healthy families, vibrant churches and a civil society. The curriculum of this semester-long program is multidisciplinary and focuses on topics related to psychology, sociology, family studies, leadership, social ethics, public policy, philosophy and theology. Fall, spring and summer study opportunities are available. Juniors and seniors with a GPA of at least 3.50 may apply to participate in this joint venture of Central Christian College of Kansas and the Focus on the Family Institute.

ACADEMIC INTEGRITY/PLAGIARISM

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.

**Activities Considered Examples of Academic Dishonesty**

- **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.

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 Student Handbook and College 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.

No student will be allowed to graduate until all rulings have been finalized, pertaining to said student. 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.

**ACADEMIC PROGRESS**

At the close of the fall and spring semester the academic office evaluates the academic progress of all students. Appropriate academic progress is defined as successful completion of at least 12 credits per semester (for full-time students), while maintaining a cumulative grade point average as outlined in the chart below. Credit taken during interterm or summer work 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. A grade of I or incomplete is not considered successful completion of a course. Students are
placed on academic probation or suspended when they are not meeting the College’s academic progress standards.

<table>
<thead>
<tr>
<th>Academic Program Credits</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-32.99</td>
<td>1.70</td>
</tr>
<tr>
<td>33-63.99</td>
<td>1.85</td>
</tr>
<tr>
<td>64 or Above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic program credits include credit received in transfer and all courses attempted at Central Christian College of Kansas, including failed courses. The cumulative GPA is calculated only on credits earned at Central Christian College of Kansas.

Any full-time student who fails to maintain the appropriate cumulative GPA will be placed on Academic Probation. Students on academic probation will be restricted to 14 credits for each semester in which they are placed on Academic Probation. 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 by the Chief Academic Officer and the Chief Student Affairs Officer. Placement on Academic Probation may also require the student follow an academic plan as prescribed by the Academic Office, Academic Department, or Success Center.

Students who do not maintain the appropriate cumulative GPA for two consecutive semesters will be placed on Academic Suspension. A student placed on Academic Suspension will be required to sit out at least one semester, after which he or she can seek re-enrollment by appealing to the Chief Academic Officer. After returning to the College, the student must maintain a Term GPA above 2.00 and must continue to make substantial progress toward the appropriate minimum Cumulative GPA. Academic Dismissal may occur for not maintaining satisfactory progress.

Any student earning a Term GPA below 1.00 will receive an academic warning. The Progress Review Committee will review all students receiving a warning to determine recommendation or requirements. These directives will be communicated to the student through the Student Success Center.

**Academic Progress Status Descriptions**

- **Dean’s List:** Students are placed on the Dean’s List for earning a term GPA of 3.85 or higher.
- **Good Standing:** Any student who meets the minimum standards for academic progression.
- **Academic Warning:** Students will receive an academic warning when their term GPA is below 1.00.
- **Academic Probation:** A student is placed on academic suspension when his or her cumulative GPA has failed to meet the minimum standards.
- **Academic Suspension:** A student is placed on academic suspension when he or she has maintained a cumulative GPA below the minimum standards, for two consecutive semesters.
- **Academic Dismissal:** Students not able to meet the minimum standards for academic progress, within two semesters of returning from Academic Suspension.

Note: Federal satisfactory academic progress (SAP) requirements for financial aid vary from the College’s academic standards, and are monitored separately by the Financial Aid Office. Students must maintain satisfactory academic progress in order to receive financial aid. This complies with the Department of Education’s determination that students may not receive financial aid based on federal funds if their cumulative GPA falls below the minimum required or if the student fails to maintain a satisfactory credit completion rate toward a maximum time frame. Further information concerning Satisfactory Academic Progress (SAP) can be found in the Financial Aid section of the Catalog. Students should be familiar with both the Academic and Financial Aid policies as both can affect enrollment.

Students having difficulties in their studies are urged to make contact with the Office of Student Success. Central Christian College of Kansas is committed to helping students achieve academic success. Students that are struggling to maintain academic progress may be required to take prescribed courses or use the Student Success Center in order to maintain enrollment.

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.

**APPEAL ACADEMIC PROGRESS**
Students may appeal Academic Suspension by submitting a letter to the Chief Academic Officer describing the favors that should be considered. In the case of a successful appeal of suspension, students will be readmitted under academic probation status and be reviewed at the end of each respective semester.

**ACADEMIC DISMISSAL POLICY**

**ADMINISTRATIVE DISMISSAL (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 faculty 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 until a full semester has elapsed. The student will need to make arrangements to exit the residence hall.

**ADMINISTRATIVE DISMISSAL (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.

**ADMINISTRATIVE DISMISSAL (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.

Students who have been dismissed from the College for academic or disciplinary reasons will not be permitted to participate in the graduation ceremony.

**DISMISSAL POLICY RELATED TO GRADES**
If for some reason a student is dismissed from the College, the grade assigned for each class will depend on the student’s status at the time of dismissal.

1. If the student is dismissed prior to the official last day to drop a course without a grade, the student will be withdrawn from classes and the transcript will show a grade of “W” for each course.

2. If the student had a failing grade in a class at the time of dismissal and the dismissal occurs after the official last day to drop a course without a grade, a grade of “WF” will be assigned for the course. These grades will figure into the GPA and become a part of the student’s permanent record.

3. If a student has a passing grade at the time of dismissal and the dismissal occurs after the official last day 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.

**GREIVANCE/APPEALS**
A student with a grievance in reference to an academic issue or grade should first attempt to resolve the issue through a faculty member, faculty advisor, or appropriate office. If no reasonable resolution has been made, the student may submit a written appeal to the Chief Academic Officer (CAO). The CAO will meet with the student to determine a course of action. The CAO may request a meeting between the student and the faculty (or staff) member. If the student is unwilling to meet, the CAO reserves the right to dismiss the complaint.

If at any point the student or the CAO determines that the appeal process has halted, either party can petition the Academic Affairs and Assessment Committee, which will consider the appeal and respond to the student in writing.

If the appeal proceeds to the Academic Affairs and Assessment Committee, 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 CAO.

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10 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.
If these actions do not occur in an acceptable resolution, the student may submit a written appeal to the President of the College.

Should the institution not be able to resolve the student complaint, the student has the right to contact the state of Kansas and its appropriate agency to determine the 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=WyJjb21wbGFpbnQixQ).

WITHDRAWING FROM THE COLLEGE

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.

Students are assessed a $50.00 withdrawal fee regardless of the type of withdrawal (Official, Unofficial, or Administrative). The fee will be leveraged against any refund due to the student or added to the students account balance, which must be paid before official transcripts can be forwarded. 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 polices instituted since their withdrawal, including modifications to major or general education requirements.

DUAL CREDIT

The Dual Credit Program through Central Christian College of Kansas, in conjunction with participating high schools, enables eligible junior or senior students to earn both high school and college-level credit at a reduced tuition rate (see “Fees” section in Financial Aid – School of Liberal Arts & Sciences). Participation in the program allows students to experience college-level work and accumulate college credit prior to high school graduation. Dual credit courses are offered at participating high schools and are taught by approved high school teachers. Students seeking dual credit should check with their high school counselors or with the Director of Dual Credit.

ONLINE COURSES

Central Christian College of Kansas periodically offers online courses to residential students. Contact the School of Professional & Distance Education for specific information regarding these offerings.

FUNDED ACADEMICS

BG PRODUCTS BUSINESS LECTURE SERIES

The BG Products Business Lecture Series features a business leader selected by the Business Department faculty. The speaker will appear in a variety of settings including a session open to the public and in appropriate business classes. The BG Products Business Lecture Series was created through a contribution by BG Products of Wichita, Kansas. BG Products, Inc., manufactures and distributes a broad line of specialty lubricants, greases, chemicals, and service equipment throughout the United States and internationally. The president of BG Products, Galen Myers, is a 1962 graduate of Central Christian College of Kansas.

CHANNEY MUSIC SYMPOSIUM

The Chaney Music Symposium was established in 2002 to enable Central Christian College of Kansas to host an annual music symposium featuring a classical or sacred musician. Students will benefit from exposure to and instruction from the featured musician. In addition to working with students in a classroom setting, a public performance will be presented by the musician.
The Chaney Music Symposium honors the memory of former Central Christian College of Kansas students, Albert (Class of 1924) and Edris (Morrison, Class of 1923) Chaney. Albert Chaney served 43 years as a Trustee of the College. The Chaney Music Symposium was endowed through a special gift to the College.

CHANEY BIBLE LECTURE SERIES
The Chaney Bible Lecture Series was established in 2002. It enables Central Christian College of Kansas to invite a Bible scholar, selected by the Ministry and Theology Department faculty to speak on campus. The focus of these lectures is to deepen and enhance knowledge of the Bible by a person noted both for their scholarship and for their own personal commitment to faith. These lectures are held in a variety of on and off-campus settings.

The Chaney Bible Lecture Series was endowed to honor the memory of former Central students, Albert ('24) and Edris (Morrison, '23) Chaney. Albert Chaney served forty-three years as a trustee of Central. The Chaney Bible Lecture Series was endowed through a special gift to the College.

WESLEY LECTURE SERIES
The Wesley Lecture Series was established in 1999 to expand knowledge of John and Charles Wesley through a series of lectures presented by a scholar with expertise in this field. This event benefits not only Central Christian students, but also those in professional ministry in the surrounding area.

Endowed by Mr. and Mrs. John Landrum of Harrodsburg, Kentucky, this series compliments and enhances the curriculum of the Ministry and Theology Department.

HONORS & AWARDS (FULL-TIME STUDENTS)

DEAN’S LIST
At the end of fall and spring semester, those students with a term grade point average of 3.85 or higher are named to the Dean’s Honor Roll. Honorable mention is given to those with a term grade point average of 3.5-3.84.

GRADUATION HONORS
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.

ALPHA KAPPA SIGMA
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.

WHO’S WHO AMONG STUDENTS
Membership in Who’s Who Among Students in American Universities and Colleges is awarded by faculty vote to selected graduates on the basis of the student’s scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school, and potential for future achievement.

DEPARTMENTAL AWARDS
Various departmental awards are given each year based upon exceptional accomplishments shown within a certain area of study. Examples include the Dramatist of the Year Award, the Teacher of Promise Award, the Musician of the Year Award, and many more. These awards are presented at the annual Baccalaureate and Honor’s Night in May.

GRADUATION RECEPTION SPEAKER
Each year, the College designates two graduates to serve as speakers during commencement activities. When choosing the speakers for Commencement, 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. Lifestyle Covenant infractions
3. Exclusion of transfer credits
4. Exclusion of repeated courses
5. Exclusion of AP/CLEP/Placement test credits
6. GPA related to upper level or major related credits
7. Breadth of education portfolio

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.

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.

In addition to meeting the basic requirements of the degree, students seeking a Bachelor’s degree must complete 128 semester credits. Thirty-four of those credits must be upper division. The student must also attain a minimum cumulative GPA of 2.0.

Students seeking to complete an Associate’s degree (Arts or General Studies) must complete sixty-four credits.

RESIDENCY REQUIREMENTS

Students must complete 32 of the last 64 (Bachelors) or 16 of the last 32 (Associates) credits at Central Christian College of Kansas. Transfer students must complete at least 32 credits of residency in order to be considered for graduation.

ASSESSMENT REQUIREMENTS

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

GRADUATION CEREMONIES

Central Christian College 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 actual participation of the student.

If a student is within 10 credits of program completion, special permission can be granted by the Registrar for the student to participate in commencement activities. The student seeking this provision should complete an Intent to Graduate form and submit it to the Registrar.

DIPLOMAS

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

TRANSCRIPTS (OFFICIAL/UNOFFICIAL)

Transcripts may be requested through the Academic Office. Official transcript requests are only processed after the receipt of a signed request from the student and payment for that request. A transcript fee of $5.00 is charged for each official transcript requested (additional charges for priority and international processing). Unofficial transcripts are available through the student portal. If requesting a faxed transcript, please be aware that some institutions may not recognize a faxed copy as official.

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.
ACADEMICS – 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 module. All classes are taught in a manner that is conducive to learning for adults, creating an atmosphere of shared family, career, and age interests for the adult learners.

There are several programs offered through the School of Professional & Distance Education.

On Ground Adult Degree Completion
The on-ground Degree Completion Program is designed to serve students who have completed previous college units with a cumulative 2.0 GPA or better, and who now would like to complete their Bachelor’s degree in a classroom setting. These students are typically employed full-time during the day; thus the programs are offered in evening sessions. One night per week over an eighteen-month period provides the adult learner with the opportunity to earn 48 semester credits.

Online – Degree Completion
The online program is designed for students who are looking for a flexible learning experience. Central Christian offers a number of degree completion programs online. Students enrolled in one of these programs are typically those who have transfer credits from previous post-secondary educational institutions or have worked with our offices to receive credit through other approved methods. A cumulative 2.0 GPA or better is needed for entry.

Online – Full Degree
Students who do not have sufficient credits to enter a degree completion program and are interested in obtaining a Bachelor’s Degree in Organization Leadership can take advantage of Central Christian’s Online Degree Program. The online program is designed for students who are looking for a flexible learning environment.

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 subject and the student, the School of Professional & Distance Education utilizes a number of different learning systems.

Students also have access to a student portal, which allows them access to the administrative resources of the College. Courses are offered in a 5 or 6 week format depending on the program. Students are responsible for maintaining academic progress, which is monitored each term. There are multiple entry dates offered throughout the year.

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.

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.

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.

MINNESOTA
Central Christian College of Kansas is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the College. Credits earned at the College may not transfer to all other institutions.

UTAH
Students living in Utah and enrolled in an online course can file complaints with the State of Utah at www.dcp.utah.gov.

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.

3. With regard to return of unearned funds, Central Christian College will return funds within 40 days of the Date of Determination.

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 Alumni Office at the time of withdrawal or graduation. The Alumni Office maintains these files indefinitely for archival purposes.

CLASSIFICATION OF STUDENTS
A student’s status will be determined by the following credits completed:

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

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.
Students reentering the College as full-time students must meet the requirements of the program version as described in the Catalog published at the time 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.

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 is on a rolling basis, which occurs every 6 weeks. Any potential student will be guided through the process from the initial inquiry into the program with the help of a personalized student services team.

In order for a student to be eligible to start Criminal Justice and on-ground, non-residential programs, all official paperwork needs to be on file in the office of the School of Professional & Distance Education, on the campus of Central Christian College of Kansas, no later than the Monday before the scheduled start date. Start dates may be altered or canceled at the discretion of the College.

In order for a student to be eligible to start on-line programs other than Criminal Justice, all official paperwork needs to be on file in the office of the School of Professional & Distance Education, on the campus of Central Christian College of Kansas, no later than the Wednesday before the scheduled start date. Start dates may be altered or canceled at the discretion of the College.

All online students must log in and participate in a course within four days of the start date or they will be removed from the program. The last day to add or drop a course for credit is the fourth day of the course. The last day to drop a course without a grade is halfway through the course. Students dropping a course after the last day to drop a course without a grade will receive a grade of WF or WP based on their current standing in the course.

COURSE LOAD
All School of Professional & Distance Education programs operate on a semester system, with four-terms (modules) associated with each semester. The first term will start at various times of the year, with other terms following respectively —there is no break for the summer and very short breaks for other major holidays. The adult learner with many demands and requirements will need the support and encouragement of family and employer.

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

Students that desire to enroll in more than 15 credits in any given term 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 term (4 courses) at 12 hours. Students should consult a Financial Aid Representative since enrolling over 12 credits in a term may impact the financial aid package.

COLLEGE SEMESTER CREDITS
The School of Professional & Distance Education, in accordance with Federal policy, defines a semester credit hour as the amount of work represented in the achievement of the intended learning outcomes (verified by evidence of student achievement) that reasonably approximates:

1) one hour (50 minute period) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week, for approximately fifteen weeks (less breaks/holidays) for one semester or the equivalent amount of work over a different amount of time; or

2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as recognized by the department, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credits.

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. The number indicates the level of difficulty of the course content, ranging from 100-400 to indicate levels. Courses offered at the 300 level or above are defined as upper-level. The following criteria differentiate upper- from lower-level credit:

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

COURSE ATTENDANCE
Due to the concentrated scheduling in the School of Professional & Distance Education programs and the emphasis upon participatory learning, adult learners need to be in attendance every week. Absence due to illness or other emergency situations must be made up through activities required by the facilitator in that module. If an on-ground degree completion student misses more than one night of a module they must confer with the Dean of Professional Education. Two missed sessions for an online program requires that module to be repeated.

Unlike residential and on-ground learning environments, attendance in an online format is assessed differently. Attendance is determined by active participation in the course. Simply signing into the learning management system does not constitute active attendance. A student must actively participate by communicating through the learning management system, uploading an assignment, or posting a comment.

Any student not participating within the first four days of a class will be withdrawn from the course. Non-participation exceeding 14 days at any point in the program will cause the student to be withdrawn. Students should be aware that there is a $100.00 fee to retake a course, even if the retake is the result of a withdrawal.

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

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

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

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

GRADES
Grades awarded and their meanings are listed as follows:

<table>
<thead>
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<th>Letter</th>
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<th>Included in Credits Earned</th>
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AU……Audit course
FX……Failed due to academic dishonesty (e.g. plagiarism, cheating, etc.)
I……Incomplete; part of the required work of the course remains undone.
IP……In Progress: Courses connected by consecutive semesters may receive this designation until the full course is complete.
P……Passing grade on the Pass/Fail System
FL……Failing grade on the Pass/Fail System
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……Life/Professional experience
GPA is figured by dividing the quality points earned by the semester credits attempted.

Appeals concerning grades can be made to the Dean of Professional Education. A grade cannot be changed more than one year after the end of the course. See section on appeals for complete appeal policy.

INCOMPLETES

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

Incompletes are intended to apply to students who can complete or have completed approximately three-quarters of the work prior to the end of the course. If more than one-fourth of the coursework remains, and the reasons for the student’s failure to complete the work are legitimate, the instructor may recommend to the Dean of Professional Education that the student be permitted to withdraw from the course. If the parties fail to agree, the case may be referred to the Dean of Professional Education and the Chief Academic Officer.

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

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

REPEATING COURSES

Students receiving a failing grade in a course may retake the course as many times as is necessary to pass the course. Once a course has been passed with a grade of D or better, the course can only be retaken one more time.

Students who have already passed a course but want to improve their GPAs or grades in a certain course may retake that course once. The retaken course will be 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.

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.

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 Office of Professional Education as soon as possible. Accommodations require that the individual provide verification of eligibility for said accommodations. It is the responsibility of the student to initiate contact with the Office of Professional Education to initiate and or maintain an accommodation.

TECHNOLOGICAL COMPETENCY

Students enrolling in the School of Professional & Distance Education are expected to have adequate experience in the use of computer based communication, word processing, and internet use.

COURSE CANCELLATION

Central Christian College of Kansas reserves the right to cancel courses due to insufficient enrollment 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.

ACADEMIC INTEGRITY

We are committed at Central Christian College of Kansas to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. It is imperative that the student present all written, oral, and preformed work with a clear indication of the source of that work. To do otherwise is to put oneself in jeopardy of being sanctioned for an act
or acts of plagiarism that can carry serious consequences up to and including expulsion from the College.

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

SATISFACTORY ACADEMIC PROGRESS (SA)

For more information on SAP, please refer to the Financial Aid – SPE section of this Catalog.

The Academic Office, in conjunction with the Financial Aid Office, will monitor SAP after every term. In the School of Professional Education, a term is equivalent to four consecutive modules. Each module is either five or six weeks in length, dependent upon the program. Written notification will be sent to students placed on academic warning.

Students not meeting SAP are placed on academic warning for the ensuing term. This status is removed if, at the end of the next term, the student’s GPA meets the appropriate standards. During the period of academic warning, SAP will be monitored after the third module and students may be prohibited from beginning the next term until final grades for the fourth module are received and the cumulative GPA reviewed. Should the student not meet the minimum standards for two consecutive terms, he or she may face dismissal from the College (academic suspension).

In the case of a successful appeal of suspension, students will be readmitted under academic probation status. In cases where an appeal warrants an academic plan, the Dean of the School of Professional Education will monitor academic plans and provide a measure for each student’s pace and GPA progression based on the duration stated in each plan.

Central Christian is committed to helping students achieve academic success. Students who are having difficulties in their studies are urged to make contact with their Student Advocate or the School of Professional & Distance Education office.

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

ACADEMIC DISMISSAL POLICY

ADMINISTRATIVE DISMISSAL (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 School of Professional & Distance Education (SPE) Progress Review Committee will review academic progress after the third module and at the end of each term. 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 SPE Progress Review Committee to the Dean of SPE, though 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 and individuals: Financial Aid, Business Office, the Student Success Coordinator, and the student’s Student Advocate. Once a student has been dismissed, he or she cannot be considered for re-admittance until a full term has elapsed.

ADMINISTRATIVE DISMISSAL (ACADEMIC INTEGRITY)

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

ADMINISTRATIVE DISMISSAL (EMERGENCY PROCEDURES)
If a student exhibits behavior that impairs the operation of the educational offerings of the College or 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 the School of Professional & Distance Education 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.

LATE WORK POLICY
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.

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

Level - I: In writing, the learner addresses said concern or complaint to the Dean of Professional Education. The student will be asked if he or she has first attempted to address the issue personally. The Dean of Professional Education may request a meeting with the student and faculty (or offending party). If the student is unwilling to meet, the Dean reserves the right dismiss the complaint.

Level - II: In writing, the learner addresses said concern or complaint to the Chief Academic Officer of Central Christian College of Kansas.

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

WITHDRAWING FROM THE COLLEGE
Students intending to withdraw from the College should contact the School of Professional & Distance Education to begin the withdrawal process. The process requires the student to make arrangements with the Financial Aid and Business Offices. The date the student first contacts the School of Professional & Distance Education 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.

Students are assessed a $50.00 withdrawal fee regardless of the type of withdrawal (Official, Unofficial, or Administrative). The fee will be leveraged against any refund due to the student or added to the student’s account balance, which must be paid before official transcripts can be forwarded. 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 to the College and are subject to any new Catalog policies instituted since their withdrawal, including modifications to major or general education requirements.

HONORS & AWARDS (FULL-TIME STUDENTS)

DEAN’S LIST
In order to be considered for the Dean’s List, the student must have completed a minimum of 12 credits and maintained a 3.85 cumulative GPA. The Dean’s list is generated twice a year in June and December.

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.

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.

HONOR SOCIETY: ALPHA SIGMA LAMBDA
Graduates earning a minimum 3.20 GPA and are within the upper 20% of the class, will be eligible for induction into Alpha Sigma Lambda. Students must be completing their first degree and have completed a minimum of 24 credits at Central Christian College of Kansas. This is a national honor society and comes with all the rights and privileges thereto.

GRADUATION REQUIREMENTS
All degree seeking candidates must meet the following requirements:
1. Submit an Intent to Graduate form to the Registrar’s Office.
2. Receive the approval of the faculty and Board of Trustees.
3. Have met all Degree Requirements.
4. Have met all Residency Requirements.
5. Have completed all Assessment Requirements.
6. Have conducted an exit interview with the financial aid office.
7. Have met all other internal obligations.

DEGREE REQUIREMENTS
To earn a degree, students will be required to achieve the following:
- Complete all required coursework.
- Pay all fees and tuition charges.
- Accumulate 120-123 semester credits that are officially recognized by Central Christian College of Kansas. A minimum of 40 of those credits are to be upper level credits.
- Have a cumulative grade point average of 2.0 (4.0 scale) or above in the 120-123 credits comprising the degree program.
- Meet all general education requirements, or equivalent as approved by the Registrar.
- Complete all assessments as assigned by the School of Professional & Distance Education.

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 to be considered for graduation. Students may choose to meet the requirements related to a subsequent Catalog of a year in which they were enrolled, provided all requirements are met.

RESIDENCY REQUIREMENTS
Students must complete 30 of the last 60 (Bachelors) credits at Central Christian College of Kansas. Transfer students must complete at least 30 credits of residency in order to be considered for graduation.

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

GRADUATION CEREMONIES
Central Christian College of Kansas currently hosts an annual spring commencement. Students are encouraged to participate in the graduation ceremony after completing all requirements as outlined in this Catalog.

DIPLOMAS
Diplomas are mailed to students approximately 3-4 weeks following program 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.

TRANSCRIPTS (OFFICIAL/UNOFFICIAL)
Transcripts may be requested through the Academic Office. Official transcript requests are only processed after the receipt of a signed request from the student and payment for that request. A transcript fee of $5.00 is charged for each official transcript requested (additional charges for priority and international processing). Unofficial transcripts are available through the student portal. If requesting a faxed transcript, please be aware that some institutions may not recognize a faxed copy as official.

NO TRANSCRIPT OF CREDIT OR DIPLOMA WILL BE ISSUED FOR ANY STUDENT UNTIL HIS/HER FINANCIAL OBLIGATIONS TO THE COLLEGE HAVE BEEN MET IN FULL.
NON-RESIDENTIAL PROGRAMS: SCHOOL OF PROFESSIONAL & DISTANCE EDUCATION
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.

Central Christian College of Kansas offers a number of unique degree programs strategically designed to meet educational needs. These include:

- Bachelor of Business Administration
- Bachelor of Science in Business
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Healthcare Administration
- Bachelor of Science in Ministry

BACHELOR LEVEL DEGREE REQUIREMENTS

REQUIRED GENERAL EDUCATION COURSES
Speech (Communications) Course ........................................3
Wellness Course ..........................................................3
Philosophy or Ethics Course .............................................3
English Composition I & English Composition II ..............6
Math Course ...................................................................3
Science Course ............................................................3
Social Science/History Courses .......................................9

Humanities/Fine Arts Courses ...........................................6
Introduction to Biblical Literature ..................................3
Survey of the New Testament .........................................3
Survey of the Old Testament ..........................................3
Contemporary Culture & Worldview .............................3

DEGREE REQUIREMENTS
1. One hundred twenty semester credits
2. The 120 credits must include a total of 34 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.

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11 Jenkins, R (2011, July). The liberal arts are work force development. The Chronicle of Higher Education
12 Examples of qualifying courses: Introduction to Philosophy, Professional Ethics, World Religions, Comparative Religions
13 Qualifying areas: Anthropology, archeology, criminology, cultural studies, economics, geography, history, law, political science, psychology, sociology
14 Qualifying areas: Ancient & modern languages, architecture, linguistics, literature, visual and performing arts, philosophy or ethics (after general education requirement has been met and from courses listed under that requirement)
PURPOSE
The Bachelor of Science in Criminal Justice is designed for working professionals who want to develop the skills needed to be competitive in this growing market.

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.
The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2014, through June 30, 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (48 Credits)

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### Major Core (45 Credits)

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### General Electives (27 Credits)

- 120 total credits (256 grade points)
- 34 credits of upper division
- 30 of the last 60 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

The following requirements must be completed:

- **Graduation Requirements**
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 you in the journey and provide worldview perspective. A capstone course reviewing strategies and techniques taught in the program is taken after all other courses in the curriculum have been completed.

PROGRAM OUTCOMES
1. Develop a 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.

OPTIONAL EMPHASES

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

- **EX-BS 329** Financial Management for the Medical Practice.................................3
- **EX-BS 330** Healthcare Reimbursement ......................................................3
- **EX-HC 300** Patient Com. & Service Excellence.................................3
- **EX-HC 341** Marketing the Private Medical Practice...................................3
- **EX-HC 361** Medical Practice Management ...........................................3

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

- **EX-BS 301** Health Information Management .................3
- **EX-BS 330** Healthcare Reimbursement ..........................................3
- **EX-CP 310** Health & Clinical Data Management ................3
- **EX-CP 405** Privacy & Security of Healthcare Data ................3
- **EX-HC 300** Patient Com. & Service Excellence .................3

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

- **EX-HC 300** Patient Com. & Service Excellence .....................3
- **EX-HC 322** Recruitment & Selection in Healthcare ...............3
- **EX-HC 325** Training & Development for Healthcare ............3
- **EX-MG 306** Conflict Resolution & Negotiation .....................3
- **EX-MG 366** Employee Benefits .....................................................3

**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 health care 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 on line and coordinated by the CCC MGMA 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**

(ONLINE)

School of Professional and Distance Education
Central Christian College of Kansas
2014-2015 Degree Audit

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<td>EX-BS 426 Financial Management in Healthcare</td>
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<td>EX-HC 340 Healthcare Marketing Strategies</td>
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<td>EX-HC 364 Ethical Issues in Healthcare</td>
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<td>EX-HC 378 Principles of Managed Care</td>
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### Bridge Courses (9 Credits)\(^{15}\)

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<td>EX-MG 351 Principles of Healthcare Management</td>
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### Healthcare Electives or Optional Emphasis (15 Credits)\(^{16}\)

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### Graduation Requirements

- 120 total credits (256 grade points)
- 34 credits of upper division
- 30 of the last 60 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

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\(^{15}\) Bridge courses are designed to develop a foundational knowledge base for the workplace. Transfer courses may be counted toward these requirements at the discretion of the Registrar.

\(^{16}\) Students may choose 15 credits of healthcare electives or a 15-credit emphasis (Medical Practice Management, Health Information Management, or Human Resource Management). Requirements for each emphasis are listed in the previous section.
BACHELOR OF BUSINESS ADMINISTRATION - HEALTHCARE MANAGEMENT (ONLINE)

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

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

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

PROGRAM OUTCOMES
1. Develop knowledge of business and management concepts applicable in a healthcare setting; to understand the history of and business of healthcare systems in the United States today.
2. Enhance leadership competencies and quantitative proficiency in finance, accounting, marketing, human resources, information technology, strategic planning, and ethics in healthcare settings, to understand the essentials of business management in a healthcare setting.
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 manage current issues in healthcare; apply concepts and theories to practice.
5. Develop information literacy in healthcare disciplines Understand the qualities and attributes of professionalism in healthcare settings and a commitment to the FIT FOUR principles of the college mission.

MGMA-ACMPE MEMBERSHIP
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For more information, contact the School of Professional & Distance Education directly.
HEALTHCARE MANAGEMENT (ONLINE)
BACHELOR OF BUSINESS ADMINISTRATION
School of Professional and Distance Education
Central Christian College of Kansas
2014-2015 Degree Audit

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General Education Core (51 Credits)

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Major Core (42 Credits)

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<td>EX-MG 491</td>
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Bridge Courses (12 Credits)\(^\text{17}\)

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<td>EX-HC 410</td>
<td>US Healthcare Systems</td>
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<td>EX-MG 351</td>
<td>Principles of Healthcare Management</td>
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<td>BS-MG 357</td>
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\(^{17}\) Bridge courses are designed to develop a foundational knowledge base for the workplace. Transfer courses may be counted toward these requirements at the discretion of the Registrar.
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 you will be equipped with the tools needed to be successful in a wide range of leadership roles from human resource management to marketing.

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

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.
Graduation Requirements

- 120 total credits (256 grade points)
- 34 credits of upper division
- 30 of the last 60 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

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General Electives (24 Credits)

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

The Ministry Leadership Degree serves:

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

DEPARTMENT OUTCOMES

Fit Hearts (Social Responsibility)
- The student can demonstrate acceptance of and love for others.
- The student can winsomely engage and intelligently critique diverse worldviews.
- The student can integrate global perspectives into local mission and ministry.

Fit Minds (Academic Competence)
- The student can consider different interpretations and defend personal readings of scripture.
- The student can strategically contextualize local ministry systems.
- The student can defend personal orthodoxy with reference to biblical, systematic, historical and practical theology.

Fit Souls (Spiritual Maturity)
- The student can respond to the inner witness of the Spirit.
- The student can integrate spiritual disciplines into a life of ministry.

Fit Bodies (Vocational Competence)
- The student can prepare writing that demonstrates professional competence.
- The student can appropriately lead groups/organizations.
- The student can administer skills and competencies appropriate to the needs of a local ministry.
- The student can produce and present biblical messages using multiple media.
- The student can validate preparedness for ministry.
MINISTRY LEADERSHIP (EXCEL/ONLINE)
BACHELOR OF SCIENCE IN MINISTRY
School of Professional and Distance Education
Central Christian College of Kansas
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2014, through June 30, 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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Graduation Requirements

- 120 total credits (256 grade points)
- 34 credits of upper division
- 30 of the last 60 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

General Electives (24 Credits)
BACHELOR OF SCIENCE IN BUSINESS - ORGANIZATIONAL LEADERSHIP (NON-RESIDENTIAL-EXCEL)

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

The Organizational Leadership Emphasis serves:

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

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.
ORGANIZATIONAL LEADERSHIP (NON-RESIDENTIAL-EXCEL)
BACHELOR OF SCIENCE IN BUSINESS
School of Professional and Distance Education
Central Christian College of Kansas
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2014, through June 30, 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<td>BS-AC 120: Basic Accounting</td>
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<td>BS-EC 260: Microeconomics</td>
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<td>EX-MG 330: Principles of Management &amp; Supervision</td>
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<td>EX-OR 465: Applied Research Project</td>
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General Electives (24 Credits)

Graduation Requirements

- 120 total credits (256 grade points)
- 34 credits of upper division
- 30 of the last 60 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
BACHELOR OF SCIENCE IN PSYCHOLOGY

RATIONALE

“In the beginning God created...” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help you see the unique interplay between science and faith – not as an integrative model, but as an essential component of existence.

The psychology major is designed to introduce you to a broad view of the field of psychology, while at the same time providing you the expertise needed to excel in the discipline. You 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 your career or educational goals. If you choose to continue your education and move on to graduate level studies, then you can be assured that your time at here will have been well spent. You will find that our comprehensive approach to your education will provide the necessary tools to succeed in your educational endeavors. Students graduating from Central Christian have been accepted in a number of graduate programs.

If you would rather begin your career immediately after graduation, you can be confident your education will assist you 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.

DEGREE COMPLETION

Students transferring into Central Christian College, who have completed their Associate of Arts may need to confirm completion of General Psychology and an APA Writing Course. If not, Degree Completing students will have these courses added to the overall requirements needed to complete the degree.
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### Psychology Core (45 Credits)

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<td>Research Methods/Applied Statistics</td>
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1Placement scores <80% will require EN-CP 105 as prerequisite.

### Graduation Requirements

- 120 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 60 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
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 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:

- Bachelor of Science in Business (5 Majors)
- Bachelor of Science in Ministry (4 Majors)
- Bachelor of Science (20 Majors)
- Associate of Arts
- Associate of General Studies

GENERAL EDUCATION LEARNING OBJECTIVES (GELO)
The educational program at Central Christian College is designed to provide both Specialized Knowledge and Integrative Knowledge\(^\text{18}\). The development of Specialized Knowledge is largely the role of the specific major or emphasis and is therefore assessed through departmental or program level learning outcomes. Integrative Knowledge, while not necessarily unique to the General Education program, is viewed as the primary role of the General Education program.

Central Christian College of Kansas addresses the development of Integrative Knowledge, by structuring its General Education program around 12 dimensions or literacies. These include:

- Communicative Literacy
- Aesthetic Literacy
- Information Literacy
- Quantitative Literacy
- Analytical Literacy
- Scientific Literacy
- Civic Literacy
- Social Literacy
- Health Literacy
- Philosophical Literacy
- Biblical Literacy
- Ethical Literacy

It is through these 12 dimensions that students are exposed to a common body of knowledge representing various subjects and disciplines, therefore proving a common language through which to communicate and share in further discovery and exploration. Students are provided the opportunity to gain specific knowledge (assessed at the course level) as well as integrative knowledge (illustrated in the Integrative Knowledge Portfolio) as they discover the interconnectedness of ideas, perspectives, and knowledge.

Understanding that the 12 dimensions 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 at the College 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. The General Education Learning Outcomes (GELO) include:

- Critical Thinking (Fit Minds)
- Communicative Clarity (Fit Bodies)
- Cultural Engagement (Fit Hearts)
- Christian Character (Fit Souls)

While specific knowledge of the 12 dimensions is assessed at the course level, the above outcomes are assessed as part of the overall educational experience at the College. Assessment may include submission of artifacts (assignments), completion of an assessment instrument, survey, or other recognized assessment tool. Completion of all assessment conditions is a requirement for graduation.

\(^{\text{18}}\) Jenkins, R (2011, July). *The liberal arts are work force development.* The Chronicle of Higher Education

THE WRITING PROGRAM
As a part of the General Education Learning Outcomes, the College has established a writing program to track and assess communicative clarity across the curriculum.

Writing across the curriculum is a pedagogical approach that recognizes writing as an essential element of every discipline. While the basic elements can be learned through a single department, writing is best refined within the context of the disciplines most associated with a student’s learning outcomes. The Writing Program recognizes that a focus on writing, alongside the learning outcomes associated with the subject being studied, exposes the students to different writing conventions as defined by the needs of the discipline. It parallels the strategic focus on critical thinking, since engaged writing requires student to reflect on course material, engage the affect that follows knowledge obtainment, and express their outcomes and conclusions effectively.

In order to meet the requirements of the Writing Program, students will need to complete the following:

1. SmarterMeasure Placement Assessment
2. Studies in Grammar & Vocabulary (EN-CP 101). Students scoring 80% or above on the Placement Assessment can waive this requirement.
3. College Writing & Research (EN-CP 105)
4. An approved literature course. These courses are EN-LT courses with a [WI] designation. The following courses have been identified for the 2014-2015 Catalog Year:
   - EN-LT 205 [G] Introduction to Literature [WI]
   - EN-LT 217 [G] Introduction to World Literature [WI]
   - EN-LT 220 [G] Film Studies [WI]
   - EN-LT 225 [G] Literature & Film [WI]
   - EN-LT 230 [G] Introduction to Shakespeare [WI]
5. An approved upper level writing course. These courses are identified with a [WI] at the end of the course title. In order to enroll in one of these courses the student must have passed an approved literature course with a C or better and have junior standing.

THE WRITING PROGRAM & TRANSFER STUDENTS
The College recognizes that not all colleges use a similar writing program structure. Students transferring courses from other institutions must first address the criteria outlined in the Transfer Credit Policies section of this Catalog. The following chart outlines placement into the writing program for students transferring writing courses:

<table>
<thead>
<tr>
<th>Transfer Course (must have earned C- or above to transfer)</th>
<th>Placement in Central Christian College of Kansas Writing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>No writing courses</td>
<td>Must take Placement Assessment</td>
</tr>
<tr>
<td>Developmental writing course (000 courses do not transfer)</td>
<td>Must take Placement Assessment</td>
</tr>
<tr>
<td>English Composition I</td>
<td>Waives Studies in Grammar &amp; Vocabulary requirement</td>
</tr>
<tr>
<td>English Composition II (with research component)</td>
<td>Fulfills College Writing &amp; Research requirement</td>
</tr>
<tr>
<td>Literature course (must be writing intensive)</td>
<td>Fulfills literature course requirement*</td>
</tr>
</tbody>
</table>

*Students who transfer an eligible literature course, but not a research course, will be required to complete College Writing & Research.

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

1. At least 128 semester credits with a minimum of 256 grade points\(^{20}\)
2. The 128 credits must include at least 34 upper division credits.
3. At least 32 of the last 64 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

BACHELOR OF SCIENCE IN BUSINESS (46 CREDITS)

REQUARED COURSES
Freshman Seminar .......................................................................................................... 1
Principles of Speech .......................................................................................................... 3
Fitness and Wellness ......................................................................................................... 2
Activity Course or Sport .................................................................................................... 1
Introduction to Philosophy ............................................................................................... 3
College Writing and Research .......................................................................................... 3
Literature Course [Writing Intensive] .............................................................................. 3
College Algebra .................................................................................................................. 3
Science w/Lab .................................................................................................................... 4
History Course ................................................................................................................... 3
General Psychology .......................................................................................................... 3

\(^{20}\) Students may participate in graduation ceremonies with 118 or more credits completed or scheduled to be completed at the end of the semester in which graduation is scheduled. Plans must be in place to complete the required 128 credits through a summer program or fall semester. A diploma will not be awarded until the required 128 credits have been completed.
Marriage & Family or Personal Finance ........................................ 3
Language or Fine Art Course .................................................. 2
Introduction to Biblical Literature .......................................... 3
Survey of the New Testament .................................................. 3
Survey of the Old Testament .................................................. 3
Contemporary Culture & Worldview ....................................... 3
Upper Level Writing Intensive Course ....................................# BACHELOR OF SCIENCE IN MINISTRY
(46 CREDITS)

REQUIRED COURSES
Freshman Seminar ................................................................ 1
Principles of Speech ................................................................ 3
Fitness and Wellness ............................................................. 2
Activity Course or Sport ........................................................ 1
Introduction to Philosophy .................................................... 3
College Writing and Research ................................................. 3
Literature Course [Writing Intensive] ....................................... 3
Math Course ........................................................................ 3
Science Course w/Lab ............................................................ 4
History of Christianity .......................................................... 3
General Psychology .............................................................. 3
Marriage and Family ............................................................. 3
Language or Fine Art Course .................................................. 2
Introduction to Biblical Literature ......................................... 3
Survey of the New Testament ................................................ 3
Survey of the Old Testament ................................................ 3
Contemporary Culture & Worldview .................................... 3
Upper Level Writing Intensive Course ....................................# BACHELOR OF SCIENCE
(EDUCATION MAJORS; 55 CREDITS)

REQUIRED COURSES
Freshman Seminar ................................................................. 1
Principles of Speech ............................................................... 3
Fitness and Wellness ............................................................. 2
Activity Course or Sport ........................................................ 1
Introduction to Philosophy .................................................... 3
College Writing and Research ................................................. 3
Literature Course [Writing Intensive] ....................................... 3
College Algebra or Survey of Contemporary Math .................. 3
General Biology w/Lab ............................................................ 4
Earth Science w/Lab ............................................................... 4
U.S. History I or U.S. History II .............................................. 3
World Geography ................................................................. 3
General Psychology .............................................................. 3
Marriage & Family ............................................................... 3
Art Appreciation ................................................................. 2
Music Appreciation ............................................................. 2
Introduction to Biblical Literature ......................................... 3
Survey of the New Testament ................................................ 3
Survey of the Old Testament ................................................ 3
Contemporary Culture & Worldview .................................... 3
Upper Level Writing Intensive Course ....................................# ASSOCIATE OF ARTS
The curriculum for the Associate of Arts degree is a 64 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 the Bachelor of Science degree.

1. Sixty-four semester credits with a minimum of 128 grade points\(^2\)
2. At least 16 of the last 32 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

REQUIRED COURSES
Freshman Seminar ................................................................. 1
Principles of Speech ............................................................... 3
Fitness and Wellness ............................................................. 2
Activity Course or Sport ........................................................ 1
Introduction to Philosophy .................................................... 3
College Writing and Research ................................................. 3
Literature Course [Writing Intensive] ....................................... 3

\(^{2}\) Students may participate in graduation ceremonies with 59 or more credits completed or scheduled to be completed at the end of the semester in which graduation is scheduled. A diploma will not be awarded until completion of the required 64 credits.

\(^{21}\) Psychology, Sociology, or Anthropology

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98
Math Course ................................................................. 3  
Science Course w/Lab .................................................. 4  
History Course .......................................................... 3  
Social Science Course* .............................................. 3  
Marriage and Family or Personal Finance ...................... 3  
Language or Fine Art Course........................................ 2  
Introduction to Biblical Literature ................................ 3  
Contemporary Culture & Worldview ............................ 3  

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 64 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-four semester credits with a minimum of 128 grade points  
2. At least 16 of the last 32 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

REQUIRED COURSES  
Freshman Seminar..................................................... 1  
Principles of Speech.................................................. 3  
Fitness and Wellness.................................................. 2  
Activity Course or Sport............................................. 1  
Introduction to Philosophy........................................... 3  
College Writing and Research ...................................... 3  
Literature Course [Writing Intensive] ............................ 3  
Math or Science Course .............................................. 3  
Social Science Course* ............................................. 3  
Language or Fine Art Course........................................ 2  
Introduction to Biblical Literature ............................... 3  
Contemporary Culture & Worldview ............................ 3  

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.

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23 Students may participate in graduation ceremonies with 59 or more credits. A diploma will not be awarded until completion of the required 64 credits.

24 Psychology, Sociology, or Anthropology
PURPOSE
The Aviation Management program is designed to accelerate careers for both fliers and non-fliers. Student aviators (especially mission aviators) can balance what they’ve learned “in the air” and translate it into an on-ground application. Either way, every student will have the opportunity to engage airport operations, flight logistics, ground maintenance and other vital aviation operation, thus allowing you to expand your credentials in this growing field.

It does not matter if you are just interested in recreational flying, or if you are looking at a career. Either way, you will find Central Christian more than ready and able to meet your needs. Central Christian College of Kansas has a strategic partnership with McPherson City-County Airport allowing us to offer you a very high quality aviation program at a very competitive price (see pricing information below). You will be learning to fly at one of the top small airports in the United States. The McPherson Airport boasts a recently completed $3.6 million runway equipped with Precision Approach Path Indicator (PAPI). The runway is 5,500 feet, and maintains all new approach lighting.

In addition to courses offered at Central Christian, students are given the opportunity to explore the aeronautics industry with regular excursions to Smoky Hill Bombing Range, Learjet, Boeing, Cessna, Kansas Cosmosphere, and Air Traffic Control in Kansas City. These opportunities are possible through a very active student aviation club, called the Flying Tigers.

Central Christian is proud to have trained over 175 pilots. Graduates have entered careers in charter services, and as missionary pilots, flight instructors, corporate pilots, and commercial pilots. Kevin Snowberger, graduate of Central Christian, is currently employed as Jeff Gordon’s (NASCAR Champion) private pilot. What you do with your training is up to you.

Below you will find the licenses and ratings that are available to you. They are listed in the order in which they need to be completed. The private license, instrument rating, and commercial license usually require two semesters each to complete. Still, if you are ambitious enough, you may be able to achieve a license or rating in one semester. Your success and level of certification depend mostly on your own demonstrated ability to complete the necessary classroom studies and the required flight hours. Of course, you will still be required to pass the appropriate FAA written exams and the FAA check ride.

- Private Pilot’s License – AV-AF 201/301 (3 credits each): For the student with little or no flight experience. Cumulative flight time required is 40-50 hours.
- Instrument Rating – AV-AF 302/303/304 (3 credits each): The student with a Private license now learns to fly by reference to instruments alone. Cumulative flight time required for this rating is 125 hours.
- Commercial License – AV 401/402/403 (3 credits each): This license is required to be able to fly for hire. Cumulative flight time required for this license is 250 hours.
- Certified Flight Instructor – AV-AF 404 (4 credits). This license allows the student to provide basic flight instruction.
- Certified Flight Instructor, Instrument – AV-AF 405 (2 credits). Successful completion allows the student to provide instruction in instrument flying.
- Multi-Engine Rating – AV-AF 406 (2 credits): This rating must be earned in order to fly an airplane having two engines.

PROGRAMS OF STUDY
Students interested in pursuing a degree in aviation have three options at Central Christian College of Kansas:

a. Declare a major in Aviation Management
b. Declare a non-aviation major and complete a minor in aviation.
c. Pursue a major in Liberal Studies and choose aviation as a track.
d. Pursue an Associate of Arts or Associate of General Studies with an emphasis in aviation.

AVIATION MANAGEMENT MAJOR
This major is designed for both non-flight and flight interested individuals. Students wanting to complete flight licensure may include flight related courses as electives.

PROGRAM OUTCOMES
Knowledge (Fit Mind)
1. to demonstrate and apply knowledge of terms and concepts employed in aviation/management/missions.
2. to be able to think critically and compare and contrast worldviews while maintaining effective Christian apologetics

Skills (Fit Body) -skills to succeed (technical and theological)
1. to apply aviation/management skills and safety
2. to demonstrate use of and apply theological/mission concepts

Attitudes (Fit Heart & Fit Soul)
1. to articulate ethical positions on controversial theological issues and apply them to a Biblical world view
2. to demonstrate integrity and responsibility
3. to demonstrate an understanding of the Biblical admonition to, “. . . go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, Matt 28:19
4. to demonstrate a sensitivity and respect for diverse cultures.

DEGREE REQUIREMENTS
AV-AF 100 Principles of Aviation I ............................................. 3
AV-AF 200 Principles of Aviation II .......................................... 3
AV-AF 305 Meteorology ............................................................. 3
AV-AF 306 Aviation Safety ......................................................... 3
AV-AF 308 Aviation Physiology .................................................. 3
AV-AF 402 Aerodynamics .......................................................... 3
AV-AF 407 Aviation Law ......................................................... 3
AV-AF 408 Airport Management ............................................... 3
AV-AP 395 Practicum ............................................................. 3
AV-AP 493 Research Project .................................................... 3
BS-MG 351 Principles of Management ........................................ 3
EX-BS 356 Organizational Behavior and Leadership ..................... 3
EX-OR 455 Personal Values & Org. Ethics ..................................... 3
MS-MG 371 Entrepreneurship .................................................. 3

AVIATION MINOR/TRACK/EMPHASIS
Specific aviation requirements will differ depending on how the student decides to obtain his or her degree (AA, Minor, AGS, or Liberal Studies). The aviation courses that are available include:

AV-AF 201 Introduction to Aviation ............................................. 3
AV-AF 301 Private Flying .......................................................... 3
AV-AF 302 Introduction to Instrument Flying .............................. 3
AV-AF 303 Instrument Flying I .................................................. 3
AV-AF 304 Instrument Flying II .................................................. 3
AV-AF 305 Meteorology ............................................................. 4
AV-AF 401 Introduction to Commercial Flying ........................... 3
AV-AF 402 Commercial Flying I .................................................. 3
AV-AF 403 Commercial Flying II ............................................... 3
AV-AF 404 Certified Flight Instructor-Ground & Flying .............. 4
AV-AF 405 Certified Flight Inst.-Instrument ................................. 4
AV-AF 406 Multi-Engine Rating .................................................. 1

ASSOCIATE IN ARTS/ASSOCIATE IN GENERAL STUDIES
The two-year Associate degree program is designed for the student who wants to fly either commercially (airline or corporate), or as a private pilot for pleasure and personal business. Supporting courses in math and physics are also available.

COSTS
The estimated minimum cost for a full-time student to receive his/her Private Pilot Certificate is $4,000-5,000 (depending on fuel costs), in addition to regular college tuition and fees (152 Aircraft=$110/hr., 172 Aircraft=130/hr.). The McPherson Airport will guarantee pricing, based on the student flying at least once a week or as requested by the instructor. With this price guarantee, the student promises that if he or she terminates after twenty (20) hours-AV-AF 201 Introduction to Aviation and AV-AF 301 Private Flying, he or she will be responsible for the full payment.

The instrument, commercial, and instructor fee structure is available upon request from the Academic Office. An Air Frame and Powerplant apprentice program can be worked out on a directed study basis. A student can gain the necessary practical experience (30 months) through actual on-the-job training. The theoretical knowledge required can be learned through a combination of directed study and instruction from a qualified aviation maintenance technician. When the apprenticeship is completed, the individual will receive written authorization from the FAA to take the necessary tests for the Air Frame and Powerplant license. Upon successful completion of the A & P tests, an individual is licensed to work on U.S. certified aircraft.

An estimated costs chart can be found on the next page. Due to different learning abilities, additional time may be required (at published rates). Rates may be adjusted dependent on fuel, insurance, and other costs.
## ESTIMATED AVIATION RATES

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Cessna 152 aircraft</th>
<th>172 aircraft</th>
<th>Instructor</th>
<th>STUDY MATERIALS</th>
<th>EXAMS and FEES</th>
<th>GROUND SCHOOL</th>
<th>TOTAL COST 152 aircraft</th>
<th>TOTAL COST 172 aircraft</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private Pilot: AV-AF 201 &amp; AV-AF 301</strong></td>
<td>45 hrs. x $75.00</td>
<td>45 hrs. x $95.00</td>
<td>30 hrs. x $35.00</td>
<td>$195.00</td>
<td>$500.00</td>
<td>$400.00</td>
<td>$5,520.00</td>
<td>$6,420.00</td>
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<tr>
<td><strong>Introduction to Instrument: AV-AF 302</strong></td>
<td>50 hrs. x $75.00</td>
<td>50 hrs. x $95.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,750.00</td>
<td>$4,750.00</td>
</tr>
<tr>
<td><strong>Instrument Flying I &amp; II: AV-AF 303 &amp; AV-AF 304</strong></td>
<td>50 hrs. x $75.00</td>
<td>50 hrs. x $95.00</td>
<td>40 hrs. x $35.00</td>
<td>$140.00</td>
<td>$300.00</td>
<td>$400.00</td>
<td>$5,990.00</td>
<td>$6,990.00</td>
</tr>
<tr>
<td><strong>Commercial Flying: AV-AF 402 &amp; AV-AF 403</strong></td>
<td>50 hrs. x $75.00</td>
<td>50 hrs. x $95.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,750.00</td>
<td>$4,750.00</td>
</tr>
<tr>
<td><strong>Commercial Rating</strong></td>
<td>10 hrs. x $95.00</td>
<td>10 hrs. x $35.00</td>
<td></td>
<td>$50.00</td>
<td>$300.00</td>
<td>$400.00</td>
<td>$2,050.00</td>
<td></td>
</tr>
<tr>
<td><strong>CFI: AV-AF 404</strong></td>
<td></td>
<td>20 hrs. x $35.00</td>
<td>20 hrs. x $700.00</td>
<td>$50.00</td>
<td>$300.00</td>
<td>$400.00</td>
<td>$1,497.00</td>
<td></td>
</tr>
<tr>
<td><strong>CFII: AV-AF 405</strong></td>
<td>20 hrs. x $95.00</td>
<td>10 hrs. x $35.00</td>
<td></td>
<td>$50.00</td>
<td>$300.00</td>
<td>$400.00</td>
<td>$3,000.00</td>
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<tr>
<td><strong>Multi-Engine: AV-AF 406</strong></td>
<td>15 hrs. x $300.00</td>
<td>15 hrs. x $35.00</td>
<td></td>
<td>$200.00</td>
<td></td>
<td></td>
<td>$5,225.00</td>
<td></td>
</tr>
</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.
- 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.

OFF-CAMPUS PROGRAMS

The Central Christian College business student has multiple ways to enrich their educational experience through off-campus opportunities. Students may spend a semester at the Focus on the Family Institute in Colorado Springs, Colorado, studying all levels of family issues. 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, films, 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
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (46 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>CR</th>
<th>COM</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS-SM 103</td>
<td>Freshman Seminar</td>
<td>1</td>
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</tr>
<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>Activity/Sport Elective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EN-CP 105</td>
<td>College Writing and Research[^1]</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NS-MA 104</td>
<td>College Algebra (or Higher)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab Science</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SS-PY 110</td>
<td>Psychology</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>Language or Fine Art</td>
<td>2</td>
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</tr>
<tr>
<td>MT-BI 100</td>
<td>Introduction to Biblical Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MT-BI 101</td>
<td>Survey of the Old Testament</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MT-BI 102</td>
<td>Survey of the New Testament</td>
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<td>MT-BI 364</td>
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<td></td>
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</table>

[^1]: Placement scores <80% will require EN-CP 101 as prerequisite.
[^2]: Prerequisite – Grade of C- or better in EN-CP 105
[^3]: Prerequisite – Junior Standing

### Business Core (36 Credits)

<table>
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<tr>
<th>Code</th>
<th>Course</th>
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<td>Microeconomics</td>
<td>3</td>
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<td>BS-EC 261</td>
<td>Macroeconomics</td>
<td>3</td>
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<td>BS-MG 311</td>
<td>Advanced Professional Communication</td>
<td>3</td>
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<td>BS-MG 351</td>
<td>Principles of Management</td>
<td>3</td>
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<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>Professional Ethics</td>
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<td>BS-MG 451</td>
<td>Strategic Planning</td>
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<td>Statistics</td>
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<td>Intermediate Accounting I</td>
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<td>Intermediate Accounting II</td>
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<td>Computerized Accounting</td>
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<td>BS-AC 437</td>
<td>(MC) Principles of Auditing</td>
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### Accounting (29 Credits)

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<tbody>
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<td>BS-MG 209</td>
<td>Statistics</td>
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<tr>
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<td>(MC) Individual Income Tax</td>
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<td>BS-AC 320</td>
<td>Intermediate Accounting I</td>
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<td>BS-AC 321</td>
<td>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>
<td>3</td>
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### General Electives (17 Credits)

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

### Registration Legend

- [G] – General Education Courses
- [WI] – Writing Intensive Courses
- Prerequisite
ENTREPRENEURSHIP
BACHELOR OF SCIENCE IN BUSINESS
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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<thead>
<tr>
<th>General Education Core (46 Credits)</th>
<th>Business Core (36 Credits)</th>
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</thead>
<tbody>
<tr>
<td>Code</td>
<td>Course</td>
</tr>
<tr>
<td>GS-SM 103</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
</tr>
<tr>
<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
</tr>
<tr>
<td>_____</td>
<td>Activity/Sport Elective</td>
</tr>
<tr>
<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>EN-CP 105</td>
<td>College Writing and Research(^1)</td>
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<tr>
<td>_____</td>
<td>Literature(^2) (Writing Intensive [WI])</td>
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<tr>
<td>NS-MA 104</td>
<td>College Algebra (or Higher)</td>
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<td>_____</td>
<td>Lab Science</td>
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<td>History</td>
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<tr>
<td>SS-PY 110</td>
<td>Marriage &amp; Family, Personal Finance, or Survey of Economic</td>
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<tr>
<td>_____</td>
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<td>Introduction to Biblical Literature</td>
</tr>
<tr>
<td>MT-BI 102</td>
<td>Survey of the New Testament</td>
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</tr>
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\(^1\) Placement scores <80% will require EN-CP 105 as prerequisite.
\(^2\)Prerequisite – Grade of C- or better in EN-CP 105
\(^3\)Junior Standing

Graduation Requirements
- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

Registration Legend
[G] – General Education Courses
[WI] – Writing Intensive Courses
- Prerequisite

General Electives (31 Credits)
# MANAGEMENT

BACHELOR OF SCIENCE IN BUSINESS
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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<td>Fitness and Wellness</td>
<td>2</td>
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<td>Activity/Sport Elective</td>
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<td></td>
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<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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<td>College Writing and Research</td>
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<td></td>
<td>Literature (Writing Intensive [WI])</td>
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</tr>
<tr>
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<td>College Algebra (or Higher)</td>
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<td></td>
<td>History</td>
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1 Placement scores <80% will require EN-CP 105 as prerequisite.
2 Prerequisite – Grade of C- or better in EN-CP 105
3 Junior Standing

## Business Core (36 Credits)

<table>
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<tr>
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<td>Computer Application in Business</td>
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<td>BS-EC 260</td>
<td>Microeconomics</td>
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<td>Advanced Professional Communication</td>
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<td>Statistics</td>
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<td>Organizational Behavior</td>
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<td>BS-MG 356</td>
<td>Human Resource Management</td>
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## Management (15 Credits)

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## General Electives (31 Credits)

<table>
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<th>Code</th>
<th>Course</th>
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</tr>
</thead>
</table>

128 total credits (256 grade points)
34 credits of upper division
32 of the last 64 credits completed at CCC
2.00 GPA
Submission of Intent to Graduate Application
Completion of Exit Assessments
Approval of the Faculty

## Registration Legend

[G] – General Education Courses
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- Prerequisite
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<td>Principles of Speech</td>
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<tr>
<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
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<td>Activity/Sport Elective</td>
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<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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<td>EN-CP 105</td>
<td>College Writing and Research(^3)</td>
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### Organizational Leadership Core (38 Credits)

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<td>BS-EC 210 Survey of Economics</td>
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<td>BS-CP 235 Computer Application in Business</td>
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<td>BS-MG 311 Advanced Professional Communication</td>
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<td>BS-MG 351 Principles of Management</td>
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<td>BS-MG 355 Organizational Behavior</td>
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<td>BS-MG 356 Human Resource Management</td>
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<td>SS-PY 211 Leadership Development</td>
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<td>SS-PY 320 Social Psychology</td>
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<td>SS-PY 335 Industrial/Organizational Psychology</td>
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### Organizational Leadership Electives (9 Credits)

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### Elective Pool

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<tr>
<td>BS-MG 209</td>
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<td>BS-MG 352</td>
<td>Principles of Marketing</td>
<td>3</td>
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<td>SS-PY 310</td>
<td>Research Methods/Applied Statistics</td>
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<td>BS-MG 371</td>
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<td>BS-MG 205</td>
<td>Principles of Insurance</td>
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<td>BS-MG 353</td>
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<tr>
<td>SS-SO 202</td>
<td>Principles of Sociology</td>
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</tbody>
</table>

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
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\(^2\)Prerequisite – Grade of C- or better in EN-CP 105

\(^3\)Junior Standing
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<th>General Electives (25 Credits)</th>
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<td>• 34 credits of upper division</td>
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^Placement scores <80% will require EN-CP 105 as prerequisite.
^Prerequisite – Grade of C- or better in EN-CP 105
^Junior Standing
COMMUNICATIONS

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 Communications 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 Communication 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
BS with Communications Major, Mass Media Emphasis, Public Relations Emphasis, and Organizational Communications Emphasis

- Fit Mind: The student can discuss and summarize the role and development of professional communication media in a free society and in an interconnected world.
- Fit Heart: The student demonstrates knowledge of how language and images shape thinking and behavior and how each is affected by worldview and culture.
- Fit Body: The student can produce industry-quality content in various forms: written, visual, and aural.
- Fit Soul: The Student can evaluate the ethical standards and practices of media professionals in relationship to personal faith, natural law, and public policy.

BS with Communication Major, Speech/Theatre Emphasis

- Fit Mind: The student can summarize the historical development of communication and Theatre forms and the role of communications and Theatre in an interconnected world. (Fit Mind)
- Fit Heart: The student understands the interdependence of artistic practice and intellectual knowledge in relation to the collaborative art form and its social impact.
- Fit Body: The student can handle a range of analytical, research and practical methodologies in critical studies, evaluating, and producing technical theatre, design, performance techniques, and directing (fit body).
- Fit Soul: The Student can evaluate the ethical standards and practices of Communication and Theatre professionals in relationship to personal faith, natural law, and public policy.
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future concentration will remain in effect assuming that the student maintains continuous full-time enrollment.

**EMERGING DEVELOPMENT:**
Graduation status, as long as that Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of a future concentration will remain in effect assuming that the student maintains continuous full-time enrollment.

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**General Education Core (46 Credits)**

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<td>Principles of Speech</td>
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<td>Fitness and Wellness</td>
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<td>MT-261</td>
<td>Activity/Sport Elective</td>
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<td>Contemporary Culture and Worldviews</td>
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<td>Upper Level Writing Intensive [WI]7</td>
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1 Placement scores <80% will require EN-CO 105 as prerequisite.
2 Prerequisite – Grade of C- or better in EN-CO 105
3 Junior Standing

**Graduation Requirements**

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

**General Electives (37 Credits)**

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**Communications: Mass Media (28 Credits)**

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<tr>
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<td>CO-CO 312</td>
<td>Interpersonal Communication</td>
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<tr>
<td>CO-CO 323</td>
<td>Media Production I</td>
<td>3</td>
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<td>CO-CO 340</td>
<td>Public Relation29s</td>
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<td>CO-CO 412</td>
<td>Persuasion/Argumentation</td>
<td>3</td>
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<td>BS-MG 311</td>
<td>Advanced Professional Communication</td>
<td>3</td>
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<tr>
<td>HU-AR 209</td>
<td>Introduction to Photography</td>
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<td>CO-CO 423</td>
<td>Media Productions II</td>
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<td>Production Course</td>
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**Mass Media Electives (17 Credits)**

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**Mass Media Elective Pool**

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<td>BS-CP 132</td>
<td>Introduction to Information Technology</td>
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<td>BS-CP 337</td>
<td>Web Page Design</td>
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<td>BS-MG 363</td>
<td>Professional Ethics</td>
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<td>CO-CO 320</td>
<td>Cross-Cultural Communications</td>
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<td>EN-CP 210[G]</td>
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<td>Illustrator CS4</td>
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1 Placement scores <80% will require EN-CO 105 as prerequisite.
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### Organizational Communication Core (29 Credits)

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<td>Public Relations</td>
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<td>SS-PY 355</td>
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### Organizational Communication Electives (16 Credits)

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### Organizational Communications Elective Pool

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### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
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Bachelor of Science
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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General Education Core (46 Credits)

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General Electives (37 Credits)

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Communications: Public Relations (31 Credits)

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<td>Public Relations</td>
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<td>Persuasion/Argumentation</td>
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Public Relations Electives (14 Credits)

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Public Relations Elective Pool

| BS-CP 132 | Introduction to Information Technology | 3  |
| HU-AR 209 | Introduction to Photography            | 2  |
| HU-AR 211 | InDesign CS-4                          | 2  |
| HU-AR 210 | Illustrator CS4                        | 2  |
| BS-MG 351 | Principles of Management               | 3  |
| BS-MG 363 | Professional Ethics                    | 3  |
| EN-CP 402 | Advanced Grammar                       | 3  |
| EN-CP 404 | Advanced Composition                   | 3  |
| SS-PY 320 | Social Psychology                      | 3  |
| BS-CP 337 | Web Page Design                        | 3  |
| BS-CP 235 | Computer Applications in Business      | 3  |
| BS-CP 335 | Advanced Computer Applications in Business | 3  |

Graduation Requirements
- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

\(^1\) Placement scores <80% will require EN-CO 105 as prerequisite.
\(^2\) Prerequisite – Grade of C- or better in EN-CO 105
\(^3\) Junior Standing
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<td>Fitness and Wellness</td>
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<td>Introduction to Philosophy</td>
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<td>College Writing and Research</td>
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<td>Literature (Writing Intensive [WI])</td>
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<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
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<td>Upper Level Writing Intensive [WI]</td>
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### General Electives (37 Credits)

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### Communications: Speech/Theatre (45 Credits)

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<td>HU-TH 112</td>
<td>Introduction the Theatre</td>
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<td>HU-TH 201</td>
<td>Theatre Performance</td>
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<td>HU-TH 105</td>
<td>Theatre Production: Blocking &amp; Choreography</td>
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<td>HU-TH 205</td>
<td>Theatre Production: Makeup &amp; Costume</td>
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<td>HU-TH 305</td>
<td>Theatre Production: Design &amp; Effects</td>
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<td>HU-TH 405</td>
<td>Theatre Production: Stage &amp; Tech</td>
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<td>HU-TH 210</td>
<td>Stagecraft I</td>
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<td>BS-MG 311</td>
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<td>Persuasion/Argumentation</td>
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<td>Introduction to Shakespeare [WI]</td>
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### Speech/Theatre Elective Pool

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<td>Media Productions I</td>
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<td>CO-CO 393</td>
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<td>CO-CO 493</td>
<td>Senior Project</td>
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<tr>
<td>MU-MS 179</td>
<td>Introduction to Music Technology</td>
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### Graduation Requirements

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- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- GPA
- Submission of Intent to Graduate Application
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---

1 Placement scores <80% will require EN-CP 105 as prerequisite.
2 Prerequisite – Grade of C- or better in EN-CP 105
3 Junior Standing
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.

As a student in the Criminal Justice program, you will have the advantage of interacting with professionals in the field of criminal justice. Courses are taught by experienced officers in the legal systems providing you 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, you 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
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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General Electives (36 Credits)

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Criminal Justice Core (37 Credits)

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<td>Corrections</td>
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Criminal Justice Electives (9 Credits)

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Criminal Justice Elective Pool

- Any EX-CJ Course
- Any SS-CJ Course
- Business Law (SS-MG 357)
- Abnormal Psychology (SS-PY 330)
- Social Problems (SS-SO 306)

Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

¹Placement scores <80% will require EN-CP 105 as prerequisite.
²Prerequisite – Grade of C- or better in EN-CP 105
³Junior Standing
*Elementary Paraprofessional Minor available in Minors Section of the Catalog.

ELEMENTARY 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 of Kansas Teacher Education Program is to prepare quality professional teachers with a Christian worldview to teach in public, private, and Christian schools around the world.

MISSION
The mission of the Central Christian College of Kansas Teacher Education Program is to develop, "The Responsive Practitioner: academically competent, professionally astute, and servant-minded," from the perspective of a Christian worldview.

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 Mind - Academically Competent (Knowledge)
- Candidates will learn to work effectively and responsively with students from diverse backgrounds, including ethnicity, normality, language, cognitive abilities, and other disabilities.
- Candidates will possess a knowledge base that is broad in content, yet specific in subject matter, to the degree they are confident and poised in the classroom.
- Candidates will possess a knowledge base of human maturation and its development to respond to academic needs with age-appropriate instruction.
- Candidates will possess a sound understanding of the historical and philosophical foundations of education, so they can integrate the successes of the past with the challenges of the present, in preparation for the future.

Fit Body - Professionally Astute (Skills)
- Candidates will use a variety of teaching strategies that reflect knowledge of diverse learning styles, cultural differences, social issues, and academic abilities.
- Candidates will be knowledgeable of, and capable of using, various forms of assessment in the classroom and in the school environment.
- Candidates will demonstrate the ability to practice collaboration within the school environment.
- Candidates will demonstrate the ability to effectively manage a classroom’s learning environment.
- Candidates will be knowledgeable of technology, and capable of using it in instruction and evaluation in the learning process.
- Candidates will demonstrate the ability to plan and execute effective lessons.

Fit Heart, Fit Soul - Service Minded (Dispositions)
- Candidates will possess and practice dignity toward all persons in the school community.
- Candidates will exhibit teamwork and fellowship to the collegial team and its leaders.
- Candidates will exhibit a commitment to life-long learning and professional development
- Candidates will demonstrate an attitude of service.
- Candidates will exhibit a Christian worldview.

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 Teacher Education Program (TEP)

CRITERIA FOR ADMISSION TO TEP

Prior to making application to the Teacher Education Program (TE, 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 TEP. Admission to the Teacher Education Program will be based on a review of the following information to be provided by the student:

1. Complete and submit Level I Statement of Intent for Teacher Education form to the teacher education coordinator by November 15 of the freshman or sophomore year.
2. Obtain the Candidate Status Checklist from the teacher education coordinator for use in tracking requirements.
3. 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.
4. 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.
5. 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).
6. Complete and submit Level I Application to Teacher Education Program.
7. Complete thirty (30) semester credits of general education course work with a GPA of 2.5 or higher. Prerequisite courses (General Psychology, English Composition I and II, Speech, and Algebra or Survey of Contemporary Mathematics) must be completed with a minimum grade of "C."
8. Meet ED-CC 100 requirements for Portfolio Project, scoring "Proficient" or higher. Present for Evaluation I.
9. Provide results of the Strengths Quest Inventory, taken through the Student Development Office, with documentation of advisement/interpretation.
10. Passing scores on C-Base Exam, taken freshman or sophomore year.
11. Recommend a minimum ACT score of 21 or SAT equivalent.
12. Two essays written during ED-CC 100: "Why I Wish to Teach," and "My World View."
13. Provide three references: pastoral, professional, and faculty. Use Level I Reference for Admission to Teacher Education Program form.
14. Provide documentation of negative TB test in past 12 months.
15. Compliance with Central Christian College Community Expectations Covenant.

When the admissions file is complete, the application will be reviewed 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 CTE

Students must be accepted into TEP prior to enrollment in the professional core classes. A minimum cumulative GPA of 2.5 must be maintained and a minimum GPA of 2.75 is required for professional course work.

Application to CTE

The Clinical Teaching Experience (CTE) will take place in the student's senior year. Application must be made during Level II, typically the junior year. Successful completion of the Teacher Education 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 by the first Friday in December of the year prior to the CTE. The procedures to follow are listed below:

1. Maintain a cumulative GPA of 2.5 or higher.
2. Maintain a GPA of 2.75 in Professional Core course work.
3. Obtain a minimum grade of "C" in the Junior Teaching Practicum.
4. Make application for the CTE by completing and submitting the Level II Application for Clinical Teaching Experience form to the teacher education coordinator.
5. Provide reference using the required form, Level II Reference for Admission to Clinical 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.
8. Have documentation of TB testing on file with the department coordinator.
9. Proof of liability insurance must be on file with the department coordinator.
10. Research paper - "Best Practices"
11. Complete all of the Professional Education Core Curriculum except ED-CC 410, Professional...
Practices in Education and ED-CC 450, Clinical Teaching Experience.
12. Compliance with Central Christian College Community Expectations Covenant.
13. Successfully pass criminal background check.

Level III: Clinical Teaching Experience
1. Successful Completion of CTE
2. Fulfillment of all Graduation Requirements

Successful completion of the Teacher Education Program at CCC 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 CTE Seminar will be a part of the course, involving a minimum of four sessions on campus, meeting with other CTE participants and educational faculty.

Professional Practices in Education
After completing the CTE, 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 CTE, students will add KPTP work samples from the CTE 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 Clinical 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 (PTL and content area)
5. Application for teacher licensure

DEGREE REQUIREMENTS
All prospective elementary education students must meet the requirements for entrance into the Teacher Education 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.
**ELEMENTARY EDUCATION MAJOR**

**BACHELOR OF SCIENCE**

School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (55 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>CR</th>
<th>COM</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS-SM 103</td>
<td>Freshman Seminar</td>
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<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
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<tr>
<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
<td>2</td>
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<td>______</td>
<td>Activity/Sport Elective</td>
<td>1</td>
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<tr>
<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td></td>
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<tr>
<td>EN-CP 105</td>
<td>College Writing and Research[^1]</td>
<td>3</td>
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<tr>
<td>______</td>
<td>Literature[^2] (Writing Intensive [WI])</td>
<td>3</td>
<td></td>
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<tr>
<td>NS-MA 104</td>
<td>College Algebra (or Higher)</td>
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<tr>
<td>NS-BI 101</td>
<td>General Biology</td>
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<td>NS-PS 104</td>
<td>Earth Science</td>
<td>4</td>
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<tr>
<td>______</td>
<td>US History I or US History II</td>
<td>3</td>
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<tr>
<td>SS-GE 113</td>
<td>World Geography</td>
<td>3</td>
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<tr>
<td>SS-PY 110</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>SS-SO 381</td>
<td>Marriage &amp; Family</td>
<td>3</td>
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<tr>
<td>HU-AR 101</td>
<td>Art Appreciation</td>
<td>2</td>
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<tr>
<td>HU-MU 105</td>
<td>Music Appreciation</td>
<td>2</td>
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<tr>
<td>MT-BI 101</td>
<td>Introduction to Biblical Literature</td>
<td>3</td>
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<tr>
<td>MT-BI 101</td>
<td>Survey of the Old Testament</td>
<td>3</td>
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<tr>
<td>MT-BI 102</td>
<td>Survey of the New Testament</td>
<td>3</td>
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<tr>
<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
<td>3</td>
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[^1] Placement scores <80% will require EN-CP 105 as prerequisite.
[^2] Prerequisite – Grade of C- or better in EN-CP 105

### Professional Education Core (36 Credits)

<table>
<thead>
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<th>Code</th>
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<tbody>
<tr>
<td>ED-CC 100</td>
<td>Introduction to Education</td>
<td>2</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 Field Experience</td>
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<td>ED-CC 265</td>
<td>Instructional Media &amp; Technology</td>
<td>2</td>
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<td>ED-CC 280</td>
<td>Ed. Psych. &amp; Fundamentals of Learning</td>
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<td>ED-CC 300</td>
<td>Exceptional &amp; Diverse Learners</td>
<td>3</td>
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<tr>
<td>ED-CC 310</td>
<td>Educational Assessment &amp; Statistics</td>
<td>3</td>
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<tr>
<td>ED-CC 315</td>
<td>Classroom Management</td>
<td>2</td>
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<td>ED-CC 400</td>
<td>Philosophy of Education</td>
<td>2</td>
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<td>ED-CC 410</td>
<td>Professional Practices in Education</td>
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<tr>
<td>ED-CC 450</td>
<td>Clinical Teaching Experience/Seminar</td>
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### Elementary Curriculum (31 Credits)

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<tr>
<td>ED-EE 225</td>
<td>Essentials of Children’s Literature</td>
<td>2</td>
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<tr>
<td>ED-EE 340</td>
<td>Foundations of Literacy</td>
<td>3</td>
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<tr>
<td>ED-EE 341</td>
<td>Emerging Literacy &amp; Assessment</td>
<td>4</td>
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<tr>
<td>ED-EE 343</td>
<td>Elementary Language Arts Methods</td>
<td>3</td>
<td></td>
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<tr>
<td>ED-EE 345</td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
<td></td>
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<tr>
<td>ED-EE 346</td>
<td>Elementary Science Methods</td>
<td>3</td>
<td></td>
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<tr>
<td>ED-EE 347</td>
<td>Elementary Social Science Methods</td>
<td>2</td>
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<tr>
<td>ED-EE 348</td>
<td>Elementary Fine Arts Methods</td>
<td>2</td>
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<tr>
<td>ED-PE 350</td>
<td>PreK-6 Physical Education Methods</td>
<td>2</td>
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<tr>
<td>ED-EE 380</td>
<td>Junior Teaching Practicum (Elementary)</td>
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<tr>
<td>ED-EE 342</td>
<td>Adv. Literacy Instruction &amp; Assessment</td>
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### Electives (6 Credits)

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### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

### Registration Legend

[G] – General Education Courses
[W] – Writing Intensive Courses
– Prerequisite
SECONDARY EDUCATION
(GOVERNMENT/HISTORY, ENGLISH, OR MATHEMATICS)

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.

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- Candidates will learn to work effectively and responsively with students from diverse backgrounds, including ethnicity, normality, language, cognitive abilities, and other disabilities.
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- Candidates will possess a sound understanding of the historical and philosophical foundations of education, so they can integrate the successes of the past with the challenges of the present, in preparation for the future.

Fit Body - Professionally Astute (Skills)
- Candidates will use a variety of teaching strategies that reflect knowledge of diverse learning styles, cultural differences, social issues, and academic abilities.
- Candidates will be knowledgeable of, and capable of using, various forms of assessment in the classroom and in the school environment.
- Candidates will demonstrate the ability to practice collaboration within the school environment.
- Candidates will demonstrate the ability to effectively manage a classroom’s learning environment.
- Candidates will be knowledgeable of technology, and capable of using it in instruction and evaluation in the learning process.
- Candidates will demonstrate the ability to plan and execute effective lessons.

Fit Heart, Fit Soul - Service Minded (Dispositions)
- Candidates will possess and practice dignity toward all persons in the school community.
- Candidates will exhibit teamwork and fellowship to the collegial team and its leaders.
- Candidates will exhibit a commitment to life-long learning and professional development.
- Candidates will demonstrate an attitude of service.
- Candidates will exhibit a Christian worldview.

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 Teacher Education Program (TEP)

**CRITERIA FOR ADMISSION TO TEP**

Prior to making application to the Teacher Education Program (TEP), 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 TEP. Admission to the Teacher Education Program will be based on a review of the following information to be provided by the student:

1. Complete and submit Level I Statement of Intent for Teacher Education form to the teacher education coordinator by November 15 of the freshman or sophomore year.
2. Obtain the Candidate Status Checklist from the teacher education coordinator for use in tracking requirements.
3. 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.
4. 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.
5. 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).
6. Complete and submit Level I Application to Teacher Education Program.
7. Complete thirty (30) semester credits of general education course work with a GPA of 2.5 or higher. Prerequisite courses (General Psychology, English Composition I and II, Speech, and Algebra or Survey of Contemporary Mathematics) must be completed with a minimum grade of "C".
8. Meet ED-CC 100 requirements for Portfolio Project, scoring "Proficient" or higher. Present for Evaluation I.
9. Provide results of the Strengths Quest Inventory, taken through the Student Development Office, with documentation of advisement/interpretation.
10. Passing scores on C-Base Exam, taken freshman or sophomore year.
11. Recommend a minimum ACT score of 21 or SAT equivalent.
12. Two essays written during ED-CC 100: "Why I Wish to Teach," and "My World View."
13. Provide three references: pastoral, professional, and faculty. Use Level I Reference for Admission to Teacher Education Program form.
14. Provide documentation of negative TB test within past 12 months.
15. Compliance with Central Christian College Community Expectations Covenant.

When the admissions file is complete, the application will be reviewed 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 CTE

Students must be accepted into TEP prior to enrollment in the professional core classes. A minimum cumulative GPA of 2.5 must be maintained and a minimum GPA of 2.75 is required for professional course work.

**APPLICATION TO CTE**

The Clinical Teaching Experience (CTE) will take place in the student's senior year. Application must be made during Level II, typically the junior year. Successful completion of the Teacher Education 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 by the first Friday in December of the year prior to the CTE. The procedures to follow are listed below:

1. Maintain a cumulative GPA of 2.5 or higher.
2. Maintain a GPA of 2.75 in Professional Core course work.
3. Obtain a minimum grade of "C" in the Junior Teaching Practicum.
4. Make application for the CTE by completing and submitting the Level II Application for Clinical Teaching Experience form to the teacher education coordinator.
5. Provide reference using the required form, Level II Reference for Admission to Clinical 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.
8. Have documentation of TB testing on file with the department coordinator.
9. Proof of liability insurance must be on file with the department coordinator.
10. Research paper - "Best Practices"
12. Compliance with Central Christian College Community Expectations Covenant.
13. Successfully pass criminal background check.

**Level III: Clinical Teaching Experience**
1. Successful Completion of CTE
2. Fulfillment of all Graduation Requirements

Successful completion of the Teacher Education Program at CCC 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 CTE Seminar will be a part of the course, involving a minimum of four sessions on campus, meeting with other CTE participants and educational faculty.

Professional Practices in Education
After completing the CTE, 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 CTE, students will add KPTP work samples from the CTE 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 Clinical 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 (PTL and content area)
5. Application for teacher licensure

**PROGRAM REQUIREMENTS**

All prospective secondary education students must meet the requirements for entrance into the Teacher Education Program.

All secondary education students must complete the following General Education, Professional Education Core, and secondary content Core Curriculum 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.
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (46 Credits)

<table>
<thead>
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<th>Code</th>
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<td>Introduction to Philosophy</td>
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<td>College Writing and Research</td>
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<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
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### English Core (46 Credits)

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<td>Secondary English Methods</td>
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<td>Advanced Grammar</td>
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<td>EN-LG 320</td>
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<td>Studies in Poetry [WI]</td>
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<td>Developmental Course (SS-PY 207 or 307)</td>
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### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

### Registration Legend

[G] – General Education Courses

[W] – Writing Intensive Courses

– Prerequisite
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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¹ Placement scores <80% will require EN-CP 105 as prerequisite.
² Prerequisite – Grade of C- or better in EN-CP 105
³ Junior Standing

### Professional Education Core (43 Credits)

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<td>Culturally Diverse Field Experience</td>
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<td>ED-CC 265</td>
<td>Instructional Media &amp; Technology</td>
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<td>Exceptional &amp; Diverse Learners</td>
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<td>Philosophy of Education</td>
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### History & Political Science Core (45 Credits)

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<td>Secondary History &amp; Government Methods</td>
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<td>SS-GE 113</td>
<td>World Geography</td>
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<td>SS-HI 103</td>
<td>History of World Civilization I</td>
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<td>U.S. History I</td>
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<td>U.S. History II</td>
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<td>SS-PH 203</td>
<td>American Government</td>
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<td>SS-SO 202</td>
<td>Principles of Sociology</td>
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<td>SS-HI 331</td>
<td>History of Christianity</td>
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<td>SS-HI 332</td>
<td>Late 20th Century World History</td>
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<td>Political Science and Thought</td>
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<td>The American Revolution</td>
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### Electives

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### Graduation Requirements

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- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

### Registration Legend

[G] – General Education Courses
[WI] – Writing Intensive Courses
– Prerequisite

---

124
## SECONDARY EDUCATION: MATHEMATICS

### BACHELOR OF SCIENCE

School of Liberal Arts and Sciences  
Central Christian College of Kansas  
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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³Junior Standing

### Professional Education Core (43 Credits)

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<td>ED-CC 450</td>
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### Mathematics Core (38 Credits)

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<td>Discrete Mathematics</td>
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### Registration Legend

[G] – General Education Courses  
[W] – Writing Intensive Courses  
– Prerequisite
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 of Kansas Teacher Education Program is to prepare quality professional teachers with a Christian worldview to teach in public, private, and Christian schools around the world.

MISSION
The mission of the Central Christian College of Kansas Teacher Education Program is to develop, “The Responsive Practitioner: academically competent, professionally astute, and servant-minded,” from the perspective of a Christian worldview.

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.

TEACHER CANDIDATE OUTCOMES

Fit Mind - Academically Competent (Knowledge)
- Candidates will learn to work effectively and responsively with students from diverse backgrounds, including ethnicity, normality, language, cognitive abilities, and other disabilities.
- Candidates will possess a knowledge base that is broad in content, yet specific in subject matter, to the degree they are confident and poised in the classroom.
- Candidates will possess a knowledge base of human maturation and its development to respond to academic needs with age-appropriate instruction.
- Candidates will possess a sound understanding of the historical and philosophical foundations of education, so they can integrate the successes of the past with the challenges of the present, in preparation for the future.

Fit Body - Professionally Astute (Skills)
- Candidates will use a variety of teaching strategies that reflect knowledge of diverse learning styles, cultural differences, social issues, and academic abilities.
- Candidates will be knowledgeable of, and capable of using, various forms of assessment in the classroom and in the school environment.
- Candidates will demonstrate the ability to practice collaboration within the school environment.
- Candidates will demonstrate the ability to effectively manage a classroom’s learning environment.
- Candidates will be knowledgeable of technology, and capable of using it in instruction and evaluation in the learning process.
- Candidates will demonstrate the ability to plan and execute effective lessons.

Fit Heart, Fit Soul - Service Minded (Dispositions)
- Candidates will possess and practice dignity toward all persons in the school community.
- Candidates will exhibit teamwork and fellowship to the collegial team and its leaders.
- Candidates will exhibit a commitment to life-long learning and professional development.
- Candidates will demonstrate an attitude of service.
- Candidates will exhibit a Christian worldview.

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 Teacher Education Program (TE

CRITERIA FOR ADMISSION TO TEP
Prior to making application to the Teacher Education Program (TE, 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 TEP. Admission to the Teacher Education Program will be based on a review of the following information to be provided by the student:
1. Complete and submit Level I Statement of Intent for Teacher Education form to the teacher education coordinator by November 15 of the freshman or sophomore year.
2. Obtain the Candidate Status Checklist from the teacher education coordinator for use in tracking requirements.
3. 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.
4. 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.
5. 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).
6. Complete and submit Level I Application to Teacher Education Program.
7. Complete thirty (30) semester credits of general education course work with a GPA of 2.5 or higher. Prerequisite courses (General Psychology, English Composition I and II, Speech, and Algebra or Survey of Contemporary Mathematics) must be completed with a minimum grade of "C."
8. Meet ED-CC 100 requirements for Portfolio Project, scoring "Proficient" or higher. Present for Evaluation I.
9. Provide results of the Strengths Quest Inventory, taken through the Student Development Office, with documentation of advisement/interpretation.
10. Passing scores on C-Base Exam, taken freshman or sophomore year.
11. Recommend a minimum ACT score of 21 or SAT equivalent.
12. Two essays written during ED-CC 100: "Why I Wish to Teach," and "My World View."
13. Provide three references: pastoral, professional, and faculty. Use Level I Reference for Admission to Teacher Education Program form.
14. Provide documentation of negative TB test in past 12 months.
15. Compliance with Central Christian College Community Expectations Covenant.

When the admissions file is complete, the application will be reviewed 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 CTE

Students must be accepted into TEP prior to enrollment in the professional core classes. A minimum cumulative GPA of 2.5 must be maintained and a minimum GPA of 2.75 is required for professional course work.

**APPLICATION TO CTE**

The Clinical Teaching Experience (CTE) will take place in the student's senior year. Application must be made during Level II, typically the junior year. Successful completion of the Teacher Education 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 by the first Friday in December of the year prior to the CTE. The procedures to follow are listed below:

1. Maintain a cumulative GPA of 2.5 or higher.
2. Maintain a GPA of 2.75 in Professional Core course work.
3. Obtain a minimum grade of "C" in the Junior Teaching Practicum.
4. Make application for the CTE by completing and submitting the Level II Application for Clinical Teaching Experience form to the teacher education coordinator.
5. Provide reference using the required form, Level II Reference for Admission to Clinical 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.
8. Have documentation of TB testing on file with the department coordinator.
9. Proof of liability insurance must be on file with the department coordinator.
10. Research paper - "Best Practices"
12. Compliance with Central Christian College Community Expectations Covenant.
13. Successfully pass criminal background check.

**Level III: Clinical Teaching Experience**

1. Successful Completion of CTE
2. Fulfillment of all Graduation Requirements

Successful completion of the Teacher Education Program at CCC involves academic, emotional, spiritual, and physical 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 CTE Seminar will be a part of the course, involving a minimum of four sessions on campus, meeting with other CTE participants and educational faculty.

**Professional Practices in Education**
After completing the CTE, 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 CTE, students will add work samples from the CTE 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 Clinical 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 (PTL and content area)
5. Application for teacher licensure
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (46 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>CR</th>
<th>COM</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS-SM 103</td>
<td>Freshman Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
<td>2</td>
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<tr>
<td>____</td>
<td>Activity/Sport Elective</td>
<td>1</td>
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</tr>
<tr>
<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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</tr>
<tr>
<td>EN-CP 105</td>
<td>College Writing and Research</td>
<td>3</td>
<td></td>
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<tr>
<td>____</td>
<td>Literature (Writing Intensive [WI])</td>
<td>3</td>
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</tr>
<tr>
<td>____</td>
<td>Math</td>
<td>3</td>
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<tr>
<td>____</td>
<td>Lab Science</td>
<td>4</td>
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<tr>
<td>____</td>
<td>History</td>
<td>3</td>
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<tr>
<td>SS-PY 110</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SS-SO 381</td>
<td>Marriage &amp; Family</td>
<td>3</td>
<td></td>
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<tr>
<td>____</td>
<td>Language or Fine Art</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MT-BI 100</td>
<td>Introduction to Biblical Literature</td>
<td>3</td>
<td></td>
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<tr>
<td>MT-BI 101</td>
<td>Survey of the Old Testament</td>
<td>3</td>
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<tr>
<td>MT-BI 102</td>
<td>Survey of the New Testament</td>
<td>3</td>
<td></td>
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<tr>
<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
<td>3</td>
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<tr>
<td>____</td>
<td>Upper Level Writing Intensive [WI]</td>
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### Professional Education Core (43 Credits)

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<tbody>
<tr>
<td>ED-CC 100</td>
<td>Introduction to Education</td>
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</tr>
<tr>
<td>ED-CC 110</td>
<td>Early Field Experience</td>
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<tr>
<td>ED-CC 120</td>
<td>Culturally Diverse Field Experience</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED-CC 265</td>
<td>Instructional Media &amp; Technology</td>
<td>2</td>
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</tr>
<tr>
<td>ED-CC 280</td>
<td>Ed. Psych. &amp; Fundamentals of Learning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ED-CC 300</td>
<td>Exceptional &amp; Diverse Learners</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED-CC 310</td>
<td>Educational Assessment &amp; Statistics</td>
<td>3</td>
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</tr>
<tr>
<td>ED-CC 315</td>
<td>Classroom Management</td>
<td>2</td>
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<tr>
<td>ED-CC 400</td>
<td>Philosophy of Education</td>
<td>2</td>
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<td>ED-CC 410</td>
<td>Professional Practices in Education</td>
<td>2</td>
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<tr>
<td>ED-SE 381</td>
<td>Secondary Teaching Methods</td>
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<tr>
<td>ED-SE 385</td>
<td>Junior Practicum</td>
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<tr>
<td>ED-CC 450</td>
<td>Clinical Teaching Experience/Seminar</td>
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### Physical Education Core (42 Credits)

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<tr>
<td>ED-PE 350</td>
<td>PreK-6 Physical Education Methods</td>
<td>2</td>
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<td>ED-PE 351</td>
<td>6-12 Physical Education Methods</td>
<td>2</td>
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</tr>
<tr>
<td>SP-SH 202</td>
<td>Introduction to P.E., Sport &amp; Fitness</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NS-BI 204</td>
<td>Anatomy &amp; Physiology I w/Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NS-BI 205</td>
<td>Anatomy &amp; Physiology II w/Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP-SH 208</td>
<td>Introduction to Team Sports</td>
<td>2</td>
<td></td>
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<tr>
<td>SP-SH 210</td>
<td>Personal &amp; Community Health</td>
<td>2</td>
<td></td>
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<tr>
<td>SP-SH 307</td>
<td>Individual &amp; Dual Sports Analysis</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SP-SH 308</td>
<td>Exercise Physiology</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SH 309</td>
<td>Outdoor Recreation Education</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SH 310</td>
<td>Kinesiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP-SH 312</td>
<td>Adaptive Physical Education</td>
<td>2</td>
<td></td>
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<tr>
<td>SP-SH 320</td>
<td>Measurement &amp; Evaluation in Health &amp; P.E.</td>
<td>3</td>
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<tr>
<td>SP-SH 420</td>
<td>Exercise Leadership</td>
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<tr>
<td>SP-SH 425</td>
<td>Administration &amp; Organization of P.E.</td>
<td>3</td>
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<tr>
<td>SP-SH 426</td>
<td>Motor Learning</td>
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### Skills Core (7 Credits)

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<th>Course</th>
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<tbody>
<tr>
<td>SP-AC 145</td>
<td>Aquatics/Life Guarding I</td>
<td>1</td>
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<tr>
<td>SP-AC 146</td>
<td>Folk, Square &amp; Social Dance I</td>
<td>1</td>
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<tr>
<td>SP-AC 147</td>
<td>Tumbling I</td>
<td>1</td>
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</tbody>
</table>

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

### Registration Legend

- [G] – General Education Courses
- [WI] – Writing Intensive Courses

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1 Placement scores <80% will require EN-CP 105 as prerequisite.
2 Prerequisite – Grade of C- or better in EN-CP 105
3 Junior Standing
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 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 SCIENCE
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<tr>
<th>General Education Core (46 Credits)</th>
<th>English Core (33 Credits)</th>
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<td>Code</td>
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<tr>
<td>GS-SM 103</td>
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<td>Principles of Speech</td>
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<td>Lab Science</td>
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<td></td>
<td>History</td>
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<td></td>
<td>Psychology, Sociology or Anthropology</td>
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<td>Marriage &amp; Family or Personal Finance</td>
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<td></td>
<td>Language or Fine Art</td>
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1 Placement scores <80% will require EN-CY 105 as prerequisite.
2 Prerequisite – Grade of C- or better in EN-CY 105
3 Junior Standing

Graduation Requirements
- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

131
Not to be mistaken for a political perspective, the Liberal Studies major represents the truest elements of a multidisciplinary approach to completing your education. Through this major you have the opportunity to strategically design your course load based on your 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, you will need to select two Concentrations. If a Concentration has an associated track you will also need to choose a specific track.
2. You will also need to choose six additional credits from a minimum of two different disciplines outside of the disciplines represented by the Concentration you have 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 you have chosen. 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.

A simplified illustration of the major is below:
1. Track #1............................................... 18-20 Credits
2. Track #2............................................... 18-20 Credits
3. Interdisciplinary Electives ...................... 6 Credits
4. Capstone Course ................................. 2-3 Credits

Since credit hour requirements differ from Concentration to Concentration, the Liberal Studies major will need to account for the following:
- 45 Credits Overall
- 16 Upper Division Credits

CONCENTRATIONS/TRACKS
- Art
- Aviation
- Business (Choose a track: Accounting, Entrepreneurship, Management, Organizational Behavior, Risk Management/Insurance)
- Communications
- Criminal Justice
- Elementary Paraprofessional
- English
- Exercise Science
- History
- Literature
- Mathematics
- Ministry & Theology (Choose a track: Biblical Literature, Ministry, Missions, Student Ministries – Children, Student Ministries – Youth, Worship Arts)
- Music
- Political Science
- Pre-Law
- Psychology
- Science & Mathematics (Choose a track: Environmental Science, Forensic Science, Health Careers)
- Sociology
- Spanish
- Sport Management
- Theatre

LIBERAL STUDIES CURRICULUM

ART
Choose twenty (20) credits from any HU-AR course, 10 of which must be upper division courses.

AVIATION
Choose 20 credits from the following list:
- AV-AF 101 Foundational Concepts of Aviation ............3
- AV-AF 201 Introduction to Aviation ..........................3
- AV-AF 301 Private Flying .....................................3
- AV-AF 302 Intro to Instrument Flying.......................3
- AV-AF 303 Instrument Flying I ...............................3
- AV-AF 304 Instrument Flying II ..............................3

Footnote: 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AV-AF 305</td>
<td>Meteorology</td>
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<tr>
<td>AV-AF 401</td>
<td>Introduction to Commercial Flying</td>
<td>3</td>
</tr>
<tr>
<td>AV-AF 402</td>
<td>Commercial Flying I</td>
<td>3</td>
</tr>
<tr>
<td>AV-AF 403</td>
<td>Commercial Flying II</td>
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</tr>
<tr>
<td>AV-AF 404</td>
<td>Certified Flight Instructor – Ground &amp; Flying</td>
<td>4</td>
</tr>
<tr>
<td>AV-AF 405</td>
<td>Certified Flight Instructor – Inst</td>
<td>1-2</td>
</tr>
<tr>
<td>AV-AF 406</td>
<td>Multi-Engine Rating</td>
<td>1</td>
</tr>
</tbody>
</table>

**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.                              3
- BS-MG 353: Principles of Finance                                    3
- BS-AC 323: Computerized Accounting                                 3

**Risk Management**

- BS-AC 220: Financial Accounting ........................................ 3
- BS-CP 235: Computer Applications in Business                      3
- BS-EC 210: Survey of Economics                                      3
- BS-MG 351: Principles of Management                               3
- BS-RM 205: Prin. Of Insurance & Risk Management                   3
- BS-MG 353: Principles of Finance                                   3
- BS-RM 323: Commercial Insurance & Risk Mgt                         3

**Management**

- BS-AC 120: Basic Accounting ................................................ 3
- BS-EC 210: Survey of Economics                                      3
- BS-MG 311: Advanced Professional Com.                              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

**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

**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-MG363: Professional Ethics                                     3
- SS-PY 320: Social Psychology                                      3
- SS-PY 335: Industrial/Org. Psychology                              3
- BS-MG 355: Organizational Behavior                                 3

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<td>SS-PY 211</td>
<td>Leadership Development</td>
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**COMMUNICATIONS**

- 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                                3
- Communication Electives                                            1-3

**CRIMINAL JUSTICE**

- SS-CJ 235: Criminal Justice Systems                                 3
- SS-CJ 240: Criminology                                               3
- SS-CJ 241: Introduction to Law and Legal Studies                   3-4
- SS-CJ 340: Criminal Law                                             3
- SS-CI 341: Criminal Investigation                                   3
- SS-CJ 342: Corrections                                               4

**Electives**

- SS-PY ***: Any Approved Course                                      3-4
- SS-SO ***: Any Approved Course                                      3-4
- SS-PO ***: Any Course                                               3-4
- BS-MG 363: Professional Ethics                                      3
- BS-MG 357: Business Law                                             3

**ELEMENTARY PARAPROFESSIONAL**

- ED-AP 495: Internship [Education]                                   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 300: Exceptional & Diverse Learners                           3
- ED-CC 315: Classroom Management                                     2
- ED-EE 225: Essentials of Children's Literature                     2
- ED-EE 340: Foundations of Literacy                                  3
- ED-EE 345: Elementary Mathematics Methods                           3

Choose at least one of the following:

- ED-CC 280: ED. Psych. & Fundamentals of Learning                   4
- SS-PY 201: Human Growth and Development                             3

**ENGLISH**

- EN-LT 205 [G]: Introduction to Literature [WI]                     2
- EN-LG 220: Linguistics I                                            2
- EN-LT 301: American Literature                                      3
- EN-LT 230: Introduction to Shakespeare [WI]                         3
- EN-CP 405: Advanced Composition                                     3

Choose one:

- EN-LG 320: Linguistics II                                           2
- EN-CP 402: Advanced Grammar                                         3

Choose one:

- EN-LT 304: British Literature I                                     3

133
**EXERCISE SCIENCE**

EN-LT 305  
British Literature II .......................... 3

**HISTORY**

HS-HI 103 [G]  
History of World Civilization I................. 3
HS-HI 104 [G]  
History of World Civilization II................. 3
HS-HI 105 [G]  
U.S. History I.................................. 3
HS-HI 106 [G]  
U.S. History II.................................. 3

Electives:

ANY HISTORY (SS-HI) COURSE .................... #

Four elective credits may be chosen from:

HU-AR 101 [G]  
Art Appreciation................................. 2
HU-TH 112  
Introduction to Theatre.......................... 3
MU-MS 306 [G]  
Popular Music in America........................ 3
MU-MS 362 [G]  
Music History I.................................. 3
MU-MS 363 [G]  
Music History II.................................. 3
MU-MS 364 [G]  
Music History III.................................. 3

**LITERATURE**

EN-LT 205 [G]  
Introduction to Literature [WI] .................. 2
EN-LT 222  
Studies in Poetry [WI].............................. 3
EN-LT 301  
American Literature............................... 3
EN-LT 230  
Introduction to Shakespeare [WI]................ 3
EN-LT 220  
Film Studies [WI]................................. 4

Choose one:

EN-LT 304  
British Literature I............................... 3
EN-LT 305  
British Literature II............................... 3

**MATHMATICS**

MA-MA 111 [G]  
Calculus I......................................... 4
MA-MA 211 [G]  
Calculus II......................................... 4
MA-MS 291  
Natural Science Seminar.......................... 1
MA-MS 491  
Senior Seminar (Natural Science)................ 1
MA-AP 493  
Research Project [Natural Science].............. 2

Electives:

Choose any MA-MA Course

MA-AP 495  
Internship [Natural Science]........................ 4

**MINISTRY AND THEOLOGY**

**Biblical Literature**

HU-FL 201 [G]  
Elementary Biblical Greek I....................... 3
HU-FL 202 [G]  
Elementary Biblical Greek II...................... 3
MT-BI 301  
Hermeneutics: IBS.................................. 3
MT-BI 302  
Biblical Interpretation: from

Hermeneutics to Homiletics....................... 3

MT-TH 360  
Introduction to Theology........................ 3
Upper division Ministry/Theology Electives........ 5

**Ministry**

MT-BI 301  
Hermeneutics: IBS.................................. 3
MT-BI 302  
Biblical Interpretation: from

Hermeneutics to Homiletics....................... 3

MT-MN 352  
Perspectives on the World Christian

Movement............................................ 3

MT-TH 360  
Introduction to Theology........................ 3
MT-TH 362  
Theology of Missional Leadership.............. 3
MT-MS 380 A/B  
Action/Reflection Seminars....................... 2
MT-MS 480 A/B  
Action Reflection Seminars....................... 2
Upper division Ministry/Theology Elective........ 1

**Missions**

MT-BI 301  
Hermeneutics: IBS.................................. 3
MT-MN 311  
Missions Experience............................... 2
MT-MN 352  
Perspectives on the World Christian

Movement............................................ 3

MT-MN 361  
Making of a Missionary............................ 2
MT-TH 463  
Holistic Discipleship: From Evangelized to

Evangelist........................................... 3

SS-SO 320  
Cross Cultural Communication.................... OR

SS-SO 328 [G]  
Field Anthropology................................. 4

Eletctives (choose one of the following):

SS-PY 320  
Social Psychology................................... 3
SS-SO 202 [G]  
Principles of Sociology............................ 3
SS-SO 265 [G]  
World Religions..................................... 3

**Student Ministries (Children)**

MT-BI 301  
Hermeneutics: IBS.................................. 3
MT-MN 221 Organization in the Church .................................. 3
MT-MN 226 Children's Ministry I ............................................ 3
MT-MN 336 Children's Ministry II ............................................ 3
MT-TH 463 Holistic Discipleship: From Evangelized to Evangelist .................................. 3
MT-SM 380 A/B Action/Reflection Seminars ................... 2
MT-SM 480 A/B Action/Reflection Seminars ................... 2

Electives (choose one of the following):
SS-PY 201 Human Growth and Development ........... 3
SS-PY 307 Child and Adolescent Development ........... 3
SS-PY 309 Adolescent Development ......................... 3

Student Ministries (Youth)
MT-BI 301 Hermeneutics: IBS ................................................. 3
MT-MN 221 Organization in the Church .................. 3
MT-MN 222 Youth Ministry I ................................................. 3
MT-MN 322 Youth Ministry II ................................................. 3
MT-TH 463 Holistic Discipleship: From Evangelized to Evangelist .................................. 3
MT-SM 380 A/B Action/Reflection Seminars ................... 2
MT-SM 480 A/B Action/Reflection Seminars ................... 2

Electives (choose one of the following):
SS-PY 201 Human Growth and Development ........... 3
SS-PY 307 Child and Adolescent Development ........... 3
SS-PY 309 Adolescent Development ......................... 3

Worship Arts
MT-SM 380 A/B Action/Reflection Seminars ................... 2
MT-SM 480 A/B Action/Reflection Seminars ................... 2
MT-TH 360 Introduction to Theology ................. 3
MT-TH 410 Practical Theology of Worship Arts .......... 3
MU-MS 179 [G] Introduction to Music Technology .......... 2
MU-MS 179 [G] Fine Arts Electives ......................... 8

MUSIC
MU-MS 101 [G] Music Theory I ............................................ 3
MU-MS 102 Ear Training I ................................................. 1
MU-MS 103 Music Theory II ................................................. 3
MU-MS 104 Ear Training II ................................................. 1
MU-MS 105 [G] Music Appreciation .................. 2
MU-MS 105 [G] Upper division Music Electives .......... 6

POLITICAL SCIENCE
SS-GE 113 [G] World Geography ..................................... 3
SS-PO 112 Current World Problems ......................... 3
SS-PO 203 American Government .......................... 3
SS-PO 333 Political Science & Thought .................. 3
SS-PO 261 History, Civics, and Social Responsibility .... 3

Electives:
BS-EC 261 Macroeconomics ............................................. 3
BS-MG 372 International Business ....................... 3-4
NS-MA 209 [G] Statistics ............................................. 3

SCIENCE & MATHEMATICS

Environmental Sciences
NS-BI 100 [G] Environmental Science w/ Lab .......... 4
NS-CH 111 [G] College Chemistry I w/ Lab .......... 4
NS-CH 112 [G] College Chemistry II w/ Lab .......... 4
NS-BI 304 [G] Microbiology w/ Lab ....................... 4
NS-SM 291 Natural Science Seminar .................. 1
NS-SM 491 Senior Seminar (Natural Science) .. 1

SS-HI 310 [G] Cultural and Geo-Historical Settings of the Bible .................................. 3-4
SS-SO 202 [G] Principles of Sociology .................. 3
SS-SO 306 Social Problems ............................................. 3

PSYCHOLOGY
SS-PY 110 [G] General Psychology ......................... 3
SS-PY 201 Human Growth and Development .......... 3
SS-PY 320 Social Psychology ............................................. 3
SS-PY 330 Abnormal Psychology .......................... 3

Electives:
Any psychology course (SS-PY)
ED-CC 280 Ed. Psychology and Fund. of Learning .... 4
SS-CJ 240 Criminology ............................................. 3
SS-SO 381 [G] Marriage & Family ......................... 3-4
SS-AP 291 Scientific Writing Seminar: APA .......... 1
SS-AP 491 Senior Research Project ..................... 3

SOCIOLOGY
SS-HI 344 A History of Minorities in the U.S. .......... 2
SS-PY 320 Social Psychology ............................................. 3
SS-SO 202 [G] Principles of Sociology .................. 3
SS-SO 306 Social Problems ............................................. 3
SS-SO 381 [G] Marriage & Family ......................... 3-4
SS-SO 458 Sociological Theory ............................................. 3

Electives:
BS-EC 210 Survey of Economics .......................... 3
BS-EC 261 Macroeconomics ............................................. 3
NS-MA 209 [G] Statistics ............................................. 3
SS-CJ 235 Criminal Justice Systems .................... 3
SS-CJ 240 Criminology ............................................. 3
SS-HI 244 Social History of the 1960s ................... 1
SS-PO 112 Current World Problems ......................... 3
SS-PY 201 Human Growth & Development .......... 3
SS-PY 307 Child & Adolescent Development .......... 3
SS-PY 310 Research Methods/Applied Statistics ........ 3
SS-PY 355 Organizational Behavior .................... 3
SS-SO 265 [G] World Religions ............................................. 3
SS-SO 320 Cross Cultural Communications ............ 3-4
SS-SO 328 [G] Field Anthropology ......................... 4
SS-AP 291 Scientific Writing Seminar: APA .......... 1
SS-AP 491 Senior Research Project ..................... 2-3
Choose at least one:
NS-BI 201 [G] Invertebrate Zoology w/ Lab .................. 4
NS-BI 202 [G] Vertebrate Zoology w/ Lab .................. 4
NS-BI 203 [G] Plant Biology w/ Lab .................. 4

Choose at least one:
NS-BI 305 [G] Ecology & Natural History w/ Lab ............. 4
NS-BI 306 [G] Ecology of the Southwest w/ Lab ............. 4
NS-BI 307 [G] Florida Ecology w/ Lab .................. 4

General Education Requirements:
NS-MA 104 [G] College Algebra .................................. OR
NS-MA 111 [G] Calculus I .................................. 3-4

Forensic Sciences
NS-BI 304 [G] Microbiology w/ Lab .................. 4
NS-CH 111 [G] College Chemistry I w/ Lab ............. 4
NS-CH 212 [G] Organic Chemistry I w/ Lab ............. 4
NS-SM 291 [G] Natural Science Seminar .................. 1
NS-SM 491 [G] Senior Seminar (Natural Science) .......... 1
NS-AP 493 [G] Research Project .................. OR
NS-AP 495 [G] Internship [Natural Science] ........ 2-4

Electives:
NS-BI 101 [G] General Biology w/ Lab .................. 4
NS-BI 201 [G] Invertebrate Zoology w/ Lab ............. 4
NS-BI 305 [G] Ecology & Natural History w/ Lab ............. 4
NS-BI 306 [G] Southwest Ecology w/ Lab ............. 4
NS-BI 307 [G] Florida Ecology w/ Lab .................. 4
NS-BI 310 [G] Genetics w/ Lab .................. 4
NS-CH 102 [G] General Chemistry w/ Lab ............. 4
NS-CH 112 [G] College Chemistry II w/ Lab ............. 4
NS-CH 312 [G] Organic Chemistry II w/ Lab ............. 4
NS-PS 104 [G] Earth Science .................. 4

General Education Requirements:
NS-MA 104 [G] College Algebra .................................. OR
NS-MA 111 [G] Calculus I .................................. 3-4

Health Careers
NS-BI 204 [G] Human Anatomy & Physiology I w/Lab .......... 3
NS-BI 205 [G] Human Anatomy & Physiology II w/Lab .......... 3
NS-BI 304 [G] Microbiology w/ Lab .................. 4
NS-BI 310 [G] Genetics w/ Lab .................. 4
NS-CH 111 [G] College Chemistry I w/ Lab ............. 4
NS-CH 112 [G] College Chemistry II w/ Lab ............. 4
NS-SM 291 [G] Natural Science Seminar .................. 1
NS-SM 491 [G] Senior Seminar (Natural Science) .......... 1
NS-AP 495 [G] Internship [Natural Science] ........ 2-4

General Education Requirements:
NS-MA 104 [G] College Algebra .................................. OR
NS-MA 111 [G] Calculus I .................................. 3-4

Recommended as an elective for pre-nursing:
NS-BI 245 [G] Basic Nutrition .................................. 4

Recommended as an elective for pre-physical therapy:
NS-PH 205 [G] General Physics I w/Lab .................. 4
NS-PH 206 [G] General Physics II w/Lab .................. 4

SPANISH
CO-CO 320 [G] Cross Cultural Communication .................. 2-4
HU-FL 108 [G] Spanish I .................................. 4
HU-FL 109 [G] Spanish II .................................. 4
HU-FL 208 [G] Intermediate Spanish .......................... 4
HU-FL 308 [G] Advanced Spanish .......................... 4
HU-FL 310 [G] Conversational Spanish .......................... 4

SPORT MANAGEMENT
SP-SH 202 [G] Introduction to P.E., Sport, & Fitness .......... 3
SP-SH 410 [G] Recreational Facilities ........................ 3
SP-SM 200 [G] Introduction to Sport Management ........ 3
SP-SM 302 [G] Sport Law .................................. 3

Choose at least one:
BS-MG 371 [G] Entrepreneurship .......................... 3

Choose at least one:
SP-SM 315 [G] Sport Marketing .................................. 3
BS-MG 352 [G] Principles of Marketing ........................ 3

Recommended Electives:
SP-SM 497 [G] Special Topics in Sport Management .......... 3

THEATRE
HU-TH 107 [G] Acting I .................................. 3
HU-TH 112 [G] Introduction to Theatre .......................... 3
HU-TH 210 [G] Stagecraft I .................................. 2
Upper division Theatre/Communication Electives .......... 10
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

General Education Core (46 Credits)

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<td>Principles of Speech</td>
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<td>SP-SH 100</td>
<td>Fitness &amp; Wellness</td>
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<td>Activity/Sport Elective</td>
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<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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<td>College Writing and Research¹</td>
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<td>Literature² (Writing Intensive [WI])</td>
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<td>Math</td>
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<td>Lab Science</td>
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<td>History</td>
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<td>Psychology, Sociology or Anthropology</td>
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<td>Marriage &amp; Family or Personal Finance</td>
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<td>Language or Fine Art</td>
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<td>MT-BI 100</td>
<td>Introduction to Biblical Literature</td>
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<td>Survey of the Old Testament</td>
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<td>MT-BI 102</td>
<td>Survey of the New Testament</td>
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<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
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<td>Upper Level Writing Intensive [WI]³</td>
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General Electives

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Concentration One (18-20 Credits)

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Concentration Two (18-20 Credits)

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Interdisciplinary Electives (6 Credits)*

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Capstone Course**

*Choose six additional credits from a minimum of two different disciplines outside of the disciplines represented by the tracks chosen (SP-AC, SP-VS, MU-EN, MU-AP, and MU-MP do not apply). **Capstone course related to one of the concentrations..

¹ Placement scores <80% will require EN-CP 105 as prerequisite.
² Prerequisite – Grade of C- or better in EN-CP 105
³ Juniors Standing
“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 all students to participate in society from the perspective of a Christian faith commitment.
- To cultivate graduates in ministry who are biblically sound.
- To ensure that ministry graduates are spiritually formed.
- To provide the necessary training opportunities so that ministry graduates are professionally competent.

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

Fit Hearts (Social Responsibility)
- The student can demonstrate acceptance of and love for others.
- The student can winsomely engage and intelligently critique diverse worldviews.
- The student can integrate global perspectives into local mission and ministry.

Fit Minds (Academic Competence)
- The student can consider different interpretations and defend personal readings of scripture.
- The student can strategically contextualize local ministry systems.
- The student can defend personal orthodoxy with reference to biblical, systematic, historical and practical theology.

Fit Souls (Spiritual Maturity)
- The student can respond to the inner witness of the Spirit.
- The student can integrate spiritual disciplines into a life of ministry.

Fit Bodies (Vocational Competence)
- The student can prepare writing that demonstrates professional competence.
- The student can appropriately lead groups/organizations.
- The student can administer skills and competencies appropriate to the needs of a local ministry.
- The student can produce and present biblical messages using multiple media.
- The student can validate preparedness for ministry.

DENOMINATIONAL AFFILIATION

Central Christian College of Kansas welcomes ministry students from all faith backgrounds. No requirement is placed on students with regard to their religious persuasion. The department has a strong relationship with many local churches of different denominations providing ministry opportunities both on and off campus; having said that, Central Christian College of Kansas is associated with the Free Methodist Church of North America and is influenced by Wesleyan heritage and practice.

APPLIED MINISTRY

The applied ministry major is specifically designed 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. You can expect training in biblical exegesis, preaching, leadership, and pastoral care. In addition, you 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.

Central Christian College of Kansas, in partnership with Youth Specialties and Zondervan, is dedicated to helping equip those called to work in student ministry. Central is an official member of the Youth Specialties Academic Support Network. Each year students have the opportunity to attend Youth Specialties National Training, as well as local training seminars. Due to this and other partnerships students will have the chance to personally preview and test the latest youth ministry curriculum and resources.

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 the Bible and 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.
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<tr>
<td>SS-HI 331</td>
<td>History of Christianity</td>
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<td>Marriage &amp; Family</td>
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<td>Language or Fine Art</td>
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<td>MT-BI 100</td>
<td>Introduction to Biblical Literature</td>
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<tr>
<td>MT-BI 101</td>
<td>Survey of the Old Testament</td>
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<td>MT-BI 102</td>
<td>Survey of the New Testament</td>
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<tr>
<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
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<td>_______</td>
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### Applied Ministry Core (31 Credits)

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<td>MT-BI 301</td>
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<td>MT-BI 302</td>
<td>Biblical Interpretation</td>
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<td>HU-FL 201</td>
<td>Elementary Biblical Greek I</td>
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<td>HU-FL 202</td>
<td>Elementary Biblical Greek II</td>
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<td>MT-SM 291</td>
<td>Sophomore Seminar</td>
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<td>MT-SM 380</td>
<td>Action/Reflection Seminar (A &amp; B)</td>
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<td>Action/Reflection Seminar (A &amp; B)</td>
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<td>Senior Seminar</td>
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<tr>
<td>MT-TH 250</td>
<td>Introduction to Spiritual Formation</td>
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<tr>
<td>MT-TH 360</td>
<td>Introduction to Theology</td>
<td>3</td>
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<tr>
<td>MT-TH 362</td>
<td>Theology of Missional Leadership</td>
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<td>MT-TH 463</td>
<td>Holistic Discipleship</td>
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### Applied Ministry Electives (10 Credits – 7 Upper Level)

Any MT-AP, MT-BI, MT-MN, MT-HI, MT-PH, MT-SM, or MT-TH course(s)

### Electives (41 Credits)

- _______
- _______
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<td>CO-CO 211</td>
<td>Principles of Speech</td>
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<td>Introduction to Philosophy</td>
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<td>EN-CP 105</td>
<td>College Writing and Research&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>History of Christianity</td>
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<td>General Psychology</td>
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<td>Marriage &amp; Family</td>
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<td>MT-BI 102</td>
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<td>MT-BI 364</td>
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### Pastoral Ministry Core (46 Credits)

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<td>Biblical Interpretation</td>
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<td>HU-FL 201</td>
<td>Elementary Biblical Greek I</td>
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<td>Action/Reflection Seminar (A &amp; B)</td>
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<td>Action/Reflection Seminar (A &amp; B)</td>
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<td>MT-TH 250</td>
<td>Introduction to Spiritual Formation</td>
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<td>MT-TH 360</td>
<td>Introduction to Theology</td>
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<td>MT-TH 362</td>
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<tr>
<td>MT-TH 361</td>
<td>Critical Issues in Contemporary Theology</td>
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<td>MT-MN 221</td>
<td>Organization in the Church</td>
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<td>Applied Homiletics</td>
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<td>MT-MN 341</td>
<td>Pastoral Care</td>
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<td>Small Group Leadership</td>
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<td>SS-PY 211</td>
<td>Leadership Development</td>
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### General Electives (36 Credits)

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</table>

<sup>1</sup> Placement scores <80% will require EN-CP 105 as prerequisite.  
<sup>2</sup>Prerequisite – Grade of C- or better in EN-CP 105  
<sup>3</sup>Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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<td>SS-HI 331</td>
<td>History of Christianity</td>
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<td>General Psychology</td>
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<td>Marriage &amp; Family</td>
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<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
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**Electives (33 Credits)**

- Choose Emphasis
  - MT-MN 222 Youth Ministry I
  - MT-MN 322 Youth Ministry II

**Student Ministry Core (49 Credits)**

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<td>Action/Reflection Seminar (A &amp; B)</td>
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<td>Introduction to Spiritual Formation</td>
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<td>SS-PY 307</td>
<td>Child &amp; Adolescent Development</td>
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\(^1\) Placement scores <80% will require EN-CP 105 as prerequisite.  
\(^2\) Prerequisite – Grade of C- or better in EN-CP 105  
\(^3\) Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
**WORSHIP ARTS**  
**BACHELOR OF SCIENCE IN MINISTRY**

School of Liberal Arts and Sciences  
Central Christian College of Kansas  
2014-2015 Degree Audit

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<td>Activity/Sport Elective</td>
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### Electives (42 Credits)

### Worship Arts Core (40 Credits)

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<td>Hermeneutics: IBS</td>
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<td>Introduction to Theology</td>
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<td>Sophomore Seminar</td>
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<td>Critical Issues in Contemporary Theology</td>
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<td>Practical Theology of Worship Arts</td>
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<td>MU-MS 101</td>
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<td>Ear Training I</td>
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<td>Introduction to Music Technology</td>
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<td>MU-MS 310</td>
<td>Basic Conducting</td>
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</table>

1 Placement scores <80% will require EN-CP 105 as prerequisite.  
2 Prerequisite – Grade of C- or better in EN-CP 105  
3 Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
The Music Department at Central Christian College of 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.

**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 ear training.
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 today’s high-tech sound equipment, explore music business and help shape a philosophy of music as a tool to minister to people within contemporary culture. Central Christian is one of the few colleges nationwide to allow students open access to a professional digital recording studio.

**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.

**MUSIC PERFORMANCE: PIANO**
The music performance major is designed for students desiring to develop their skills, knowledge and appreciation of music within an evangelical Christian worldview and who desire to use their piano skills to glorify God. Career goals would include church music ministry (traditional & contemporary), music education, professional/vocational performance, writing, composing, or graduate studies.

**MUSIC PERFORMANCE: VOCAL**
The music performance major is designed for students desiring to develop their skills, knowledge and appreciation of music within an evangelical Christian worldview and who desire to use their voices to glorify God. Career goals would include church music ministry (traditional & contemporary), music education, professional/vocational performance, writing, composition, as well as graduate studies.

*WORSHIP ARTS MAJOR LISTED UNDER MINISTRY AND THEOLOGY DEPARTMENT.*
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<td>Fitness and Wellness</td>
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### Contemporary Music Core (24 Credits)

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### Electives – Upper Level MU-MS Courses (11 Credits)

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### Elective Pool

- MU-MS 304 Songwriting
- MU-MS 305 Music Business
- MU-MS 306 Popular Music in America
- MU-MS 325 Counterpoint/Orchestration
- MU-MS 404 Advanced Songwriting
- MU-MS 479 Advanced Studio Techniques
- MU-MS 380 Music Publishing
- MU-MS 371 Electronic Music

² Placement scores <80% will require EN-CP 105 as prerequisite.
³Prerequisite – Grade of C- or better in EN-CP 105
³Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
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¹Placement scores <80% will require EN-CP 105 as prerequisite.
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### Music Major Core (19 Credits + 6 electives)

- [ ] Applied Lessons (Primary Instrument)
- [ ] Applied Lesson (Secondary Instrument)
- [ ] Ensemble
- [ ] MU-MS 420 Worship, Performance & the Christian Musician
- [ ] Music Elective
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### Piano Performance Core (31 Credits + 4 Electives)

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### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

\(^1\) Placement scores <80% will require EN-CP 105 as prerequisite.

\(^2\)Prerequisite – Grade of C- or better in EN-CP 105

\(^3\)Junior Standing
MUSIC PERFORMANCE: VOCAL
BACHELOR OF SCIENCE
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<td>CO-CO 211</td>
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Vocal Performance Core (31 Credits+ 4 Electives)

Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

\(^1\) Placement scores <80% will require EN-CP 105 as prerequisite.
\(^2\) Prerequisite – Grade of C- or better in EN-CP 105
\(^3\) Junior Standing
Did you know that science is really a Christian endeavor? You may be surprised to discover that if you read through nearly any scientific textbook (physics, biology, chemistry, genetics, astronomy, thermodynamics, etc.) you will find that 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)
- Johanes 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 you?

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)
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

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<tr>
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<td>CO-CO 211</td>
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### Biology Core (32 Credits)

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<td>Plant Biology w/ Lab</td>
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<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
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<td>College Chemistry II w/ Lab</td>
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<td>Calculus I</td>
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#### Choose at least one:

- NS-BI 201 [Invertebrate Zoology w/ Lab](#)
- NS-BI 202 [Vertebrate Zoology w/ Lab](#)

#### Choose at least one:

- NS-BI 306 [Ecology of the Southwest w/ Lab](#)
- NS-BI 307 [Florida Ecology w/ Lab](#)
- NS-BI 305 [Ecology and Natural History w/ Lab](#)

### Biology Electives (8 Credits)

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### Biology Elective Pool

- NS-BI 101 [General Biology w/ Lab](#)
- NS-BI 100 [Environmental Science w/ Lab](#)
- NS-BI 204 [Anatomy & Physiology I w/ Lab](#)
- NS-BI 205 [Anatomy & Physiology II w/ Lab](#)
- NS-BI 245 [Basic Nutrition w/ Lab](#)
- NS-BI 304 [Microbiology w/ Lab](#)
- NS-BI 310 [Genetics w/ Lab](#)

^1Placement scores <80% will require EN-CP 105 as prerequisite.

^2Prerequisite – Grade of C- or better in EN-CP 105

^3Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (46 Credits)

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### Chemistry Core (28-30 Credits)

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<td>NS-CH 112</td>
<td>College Chemistry II w/ Lab</td>
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<td>NS-PH 205</td>
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<td>NS-SM 291</td>
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<td>NS-SM 491</td>
<td>Senior Seminar [Natural Science]</td>
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</table>

#### Choose one:

1. NS-BI 201 Invertebrate Zoology w/ Lab
2. NS-BI 202 Vertebrate Zoology w/ Lab
3. NS-BI 203 Plant Biology w/ Lab

### Chemistry Electives (16-17 Credits)

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

### Chemistry Elective Pool

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<td>NS-CH 400</td>
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1. Placement scores <80% will require EN-CP 105 as prerequisite.
2. Placement scores <80% will require EN-CP 105 as prerequisite.
3. Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
NATURAL SCIENCE: HEALTH SCIENCE (PRE-MED)

**BACHELOR OF SCIENCE**
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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<td>Freshman Seminar</td>
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<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
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<tr>
<td>SP-SH 100</td>
<td>Health Science Electives (13 credits)</td>
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<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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<td>College Writing and Research¹</td>
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### Health Science Core (27 Credits)

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<td>OR</td>
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<tr>
<td>NS-AP 495</td>
<td>Internship [Natural Science]</td>
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<td>NS-MA 111</td>
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<td>NS-CH 111</td>
<td>College Chemistry I w/ Lab</td>
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<td>College Chemistry II w/ Lab</td>
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</table>

Choose one:
- NS-BI 201 Vertebrate Zoology w/ Lab 4
- NS-BI 202 Vertebrate Zoology w/ Lab 4
- NS-BI 203 Plant Biology w/ Lab 4

### Health Science Electives (13 Credits)

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<td>OR</td>
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### Health Science Elective Pool

- NS-BI 304 Microbiology w/ Lab 4
- NS-BI 204 Anatomy & Physiology I w/ Lab 3
- NS-BI 205 Anatomy & Physiology II w/ Lab 3
- NS-PH 206 General Physics II w/ Lab 4
- NS-CH 212 Organic Chemistry I w/ Lab 4
- NS-CH 307 Biochemistry 4
- NS-BI 310 Genetics w/ Lab 4
- NS-CH 312 Organic Chemistry II w/ Lab 4
- NS-CH 360 Analytical Chemistry I w/ Lab 4
- NS-CH 385 Advanced Inorganic Chemistry w/ Lab 4
- NS-CH 400 General Physical Chemistry w/ Lab 5

¹Placement scores <80% will require EN-CP 105 as prerequisite.
²Prerequisite – Grade of C- or better in EN-CP 105
³Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

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152
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### General Electives (46 Credits)

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### Mathematics Core (28-30 Credits)

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Choose 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 (8 Credits)

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### Math Elective Pool

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\(^1\)Placement scores <80% will require EN-CP 105 as prerequisite.  
\(^2\)Prerequisite – Grade of C- or better in EN-CP 105  
\(^3\)Junior Standing

### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
“In the beginning God created…” and with these words the human story was ushered into being. All that we are, including who we are as people, how we think, how we function, how we develop – all of that finds its beginnings in those moments of time between Genesis 1 & 2. Yet, much of the science of psychology has long ignored the origins of humanity and has sought to understand existence only through the eyes of modern reasoning. Psychological studies at Central Christian are designed to help you see the unique interplay between science and faith – not as an integrative model, but as an essential component of existence.

The psychology major is designed to introduce you to a broad view of the field of psychology, while at the same time providing you the expertise needed to excel in the discipline. You 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, you 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 your career or educational goals. If you choose to continue your education and move on to graduate level studies, then you can be assured that your time at here will have been well spent. You will find that our comprehensive approach to your education will provide the necessary tools to succeed in your educational endeavors. Students graduating from Central Christian have been accepted in a number of graduate programs.

If you would rather begin your career immediately after graduation, you can be confident your education will assist you 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**

10. The student can facilitate APA guidelines for the ethical treatment of human and nonhuman research participants.
11. The student can adapt psychological principles and modalities in response to diverse cultures and worldviews.
12. The student can explain the contributions of psychological theories and their relation to human functioning.
13. The student can distinguish various etiologies and treatments for normative and non-normative behavior.
14. The student can design and execute an experiment or research initiative to answer a psychological question.
15. The student can evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).
16. The student can analyze, interpret, and describe data using descriptive and inferential statistics.
17. The student can express thoughts, ideas, findings, etc. in accordance with APA standards.
18. The student can devise psychologically based explanations and resolutions for situations encountered as a part of human functioning.
PSYCHOLOGY
BACHELOR OF SCIENCE
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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### General Electives (42 Credits)

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### Psychology Core (25 Credits)

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<td>SS-PY 110</td>
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<td>SS-PY 201</td>
<td>Human Growth &amp; Development</td>
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<td>SS-PY 310</td>
<td>Research Methods/Applied Statistics</td>
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<td>Personality Psychology</td>
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<td>Social Psychology</td>
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<td>SS-PY 330</td>
<td>Abnormal Psychology</td>
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<td>SS-PY 493</td>
<td>Senior Research Project</td>
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<td>SS-PY 498</td>
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### Psychology Electives (15 Credits)- Any SS-PY course

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</table>

### Graduation Requirements
- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

<sup>1</sup>Placement scores <80% will require EN-CP 105 as prerequisite.
<sup>2</sup>Prerequisite – Grade of C- or better in EN-CP 105
<sup>3</sup>Junior Standing
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. You 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 a student of history you will be prepared to use the past as a way to guide others into the wonder of God’s glorious future.

When studying history at Central Christian, you do not have to worry about getting lost in the crowd. Our personalized educational experience allows you to be an active part of your learning experience with direct access to your professors and other learning partners.

PROGRAM OUTCOMES
In the area of Experience, the History Major...
1. ...exercises research skills.
2. ...clearly communicates in writing the results of historical research.
3. ...effectively presents, in the classroom, the results of historical research.

In the area of Tradition, the History Major...
4. ...evaluates the significance of individuals, groups, ideas, events, eras, and developments in history.
5. ...evaluates the interplay of government, economics, and social systems in history.
6. ...defends the spatial organizations of the Earth’s surface and the relationships among people, places, and physical and human environments.
7. ...is aware of the impact of culture on historiography.

In the area of Reason (with scientific methodologies), the History Major...
8. ...analyses and evaluates historical documents.
9. ...distinguishes between historical fact and historical interpretation.

In the area of Scripture (and Christianity), the History Major...
10. ...evaluates the influence of Christianity on history, and the interplay between Christianity and culture.
11. ...expresses valid conclusions pertaining to a biblical and Christian historiography.
12. ...justifies Christian principles of compassion for and acceptance of diverse people groups.
The following degree plan is applicable to students enrolling at Central Christian College of Kansas in the fall of 2014, through the summer of 2015. This degree plan will remain in effect assuming that the student maintains continuous full-time enrollment and does not declare 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 a future Catalog be used to determine graduation status, as long as that Catalog represents a year in which the student was enrolled.

### General Education Core (46 Credits)

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<th>Code</th>
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<td>CO-CO 211</td>
<td>Principles of Speech</td>
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<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
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<td>MT-PH 261</td>
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<td>EN-CP 105</td>
<td>College Writing and Research&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>MT-BI 364</td>
<td>Contemporary Culture and Worldviews</td>
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<td>Upper Level Writing Intensive [WI]&lt;sup&gt;3&lt;/sup&gt;</td>
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### History Core (37 Credits)

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<td>History of World Civilization I</td>
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<td>SS-HI 104</td>
<td>History of world Civilization II</td>
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<td>SS-HI 105</td>
<td>U.S. History I</td>
<td>3</td>
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<td>U.S. History II</td>
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<td>SS-GE 113</td>
<td>World Geography</td>
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<td>SS-HI 331</td>
<td>History of Christianity</td>
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<td>Late 20&lt;sup&gt;th&lt;/sup&gt; Century World History</td>
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<td>SS-HI 343</td>
<td>The American Revolution</td>
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<td>SS-HI 344</td>
<td>A History of Minorities in the U.S.</td>
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<td>SS-PO 210</td>
<td>History, Civics, and Social Responsibility</td>
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<td>Political Science &amp; Thought</td>
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### History Electives (9 Credits)

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### General Electives (36 Credits)

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### History Elective Pool

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<td>BS-EC 210</td>
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<td>BS-EC 261</td>
<td>Macroeconomics</td>
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<td>HU-AR 101 [G]</td>
<td>Art Appreciation</td>
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<td>HU-TH 112</td>
<td>Introduction to Theatre</td>
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<td>MU-MS 306 [G]</td>
<td>Popular Music in America</td>
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<td>MU-MS 362 [G]</td>
<td>Music History I</td>
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<td>MU-MS 363 [G]</td>
<td>Music History II</td>
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<td>MU-MS 364 [G]</td>
<td>Music History III</td>
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<td>NS-MA 209 [G]</td>
<td>Statistics</td>
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<td>SS-SO 328 [G]</td>
<td>Field Anthropology</td>
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### Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

<sup>1</sup>Placement scores <80% will require EN-CP 105 as prerequisite.
<sup>2</sup>Prerequisite – Grade of C- or better in EN-CP 105
<sup>3</sup>Junior Standing
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 you a unique avenue to achieve your educational goals. Moreover, your time at Central Christian will also equip you 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.

This emphasis is a hybrid version of the Liberal Studies major.

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 law and its place protecting society.

Fit Body: The student will demonstrate professional writing and research skills.
## General Education Core (46 Credits)

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## General Electives (19 Credits)

- \(\text{General Education Core (46 Credits)}\)
- \(\text{Pre-Law Core (25 Credits)}\)
- \(\text{Interdisciplinary Core (24 Credits)}\)
- \(\text{Literature Electives (6 Credits)}\)
- \(\text{Pre-Law Electives (8 Credits)}\)

\(^1\)Prerequisite – Grade of C- or better in EN-CP 105

\(^2\)Prerequisite - 80% or better on the Writing Proficiency Exam (or equivalent SmarterMeasure Score)

\(^3\)Junior Standing

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## Pre-Law Core (25 Credits)

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<td>SS-HI 106</td>
<td>U.S. History II</td>
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<td>SS-PO 203</td>
<td>American Government</td>
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<td>SS-CJ 235</td>
<td>Criminal Justice Systems</td>
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<td>SS-CJ 241</td>
<td>Introduction to Law &amp; Legal Studies</td>
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<td>SS-CJ 340</td>
<td>Criminal Law</td>
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<td>SS-SS 491</td>
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<td>SS-PO 210</td>
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## Interdisciplinary Core (24 Credits)

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<td>BS-MG 357</td>
<td>Business Law</td>
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<td>BS-MG 363</td>
<td>Professional Ethics</td>
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<td>EN-CP 405</td>
<td>Advanced Composition</td>
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<td>Persuasion &amp; Argumentation</td>
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<td>Ind. Psychology OR Org. Behavior</td>
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<td>Basic or Financial Accounting</td>
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## Literature Electives (6 Credits)

- 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 (8 Credits)

- \(\text{Choose 8 Credits from any Management, Composition. Literature, CJ, History, Psychology. Sociology or Political Science Course; including Macroeconomics)}\)

### Graduation Requirements
- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
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 to help students develop skills to organize, facilitate and administer exercise science, sport management, coaching, and sport programs at the agency, amateur, and corporate levels. 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 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.

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. Furthermore, the transcript will record an F for any core curriculum course in which the student does not achieve at least a C-.
EXERCISE SCIENCE
BACHELOR OF SCIENCE
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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<thead>
<tr>
<th>General Education Core (46 Credits)</th>
<th>Exercise Science Core (59 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Course</td>
</tr>
<tr>
<td>GS-SM 103</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>CO-CO 211</td>
<td>Principles of Speech</td>
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<tr>
<td>SP-SH 100</td>
<td>Fitness and Wellness</td>
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<tr>
<td>MT-PH 261</td>
<td>Introduction to Philosophy</td>
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<tr>
<td>EN-CP 105</td>
<td>College Writing and Research</td>
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<td>Literature (Writing Intensive [WI])</td>
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</tr>
<tr>
<td>MT-BI 100</td>
<td>Introduction to Biblical Literature</td>
</tr>
<tr>
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General Electives (23 Credits)

Exercise Science Core (59 Credits)

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>NS-CH 102</td>
<td>General Chemistry w/ Lab</td>
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</tr>
<tr>
<td>SP-SH 201</td>
<td>First Aid</td>
<td>2</td>
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<tr>
<td>SP-SH 202</td>
<td>Introduction to PE, 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>
<td>2</td>
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<tr>
<td>SP-SH 210</td>
<td>Personal &amp; Community Health</td>
<td>2</td>
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<tr>
<td>SP-SH 308</td>
<td>Exercise Physiology</td>
<td>3</td>
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<tr>
<td>SP-SH 310</td>
<td>Kinesiology</td>
<td>3</td>
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<tr>
<td>SP-SH 312</td>
<td>Adaptive Physical Education</td>
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<tr>
<td>SP-SH 314</td>
<td>Sport Nutrition</td>
<td>4</td>
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<tr>
<td>SP-SH 320</td>
<td>Measure. &amp; Eval. in Health and P.E.</td>
<td>3</td>
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<tr>
<td>SP-SH 395</td>
<td>Practicum [Exercise Science]</td>
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<td>SP-SH 415</td>
<td>Exercise Testing, Evaluation, and Prescription</td>
<td>3</td>
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<td>SP-SH 420</td>
<td>Exercise Leadership</td>
<td>3</td>
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<td>SP-SH 425</td>
<td>Admin. &amp; Org. of P.E., Sport &amp; Fitness</td>
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<tr>
<td>SP-SH 491</td>
<td>Sport Science Seminar</td>
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<td>SP-SH 495</td>
<td>Internship [Exercise Science]</td>
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<tr>
<td>SS-PY 400</td>
<td>Sport &amp; Exercise Psychology</td>
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Graduation Requirements

- 128 total credits (256 grade points)
- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty

1 Placement scores <80% will require EN-CP 105 as prerequisite.
2 Prerequisite – Grade of C- or better in EN-CP 105
3 Junior Standing
## SPORT MANAGEMENT
### BACHELOR OF SCIENCE
School of Liberal Arts and Sciences
Central Christian College of Kansas
2014-2015 Degree Audit

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### General Education Electives (34 Credits)

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### Sport Management Core (48 Credits)

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<tbody>
<tr>
<td>BS-CP 235</td>
<td>Computer Applications in Business</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP-SH 202</td>
<td>Introduction to P.E., Sports, &amp; Fitness</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP-SH 204</td>
<td>Theory of Coaching</td>
<td>2</td>
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<tr>
<td>SP-SH 250</td>
<td>Leisure and Sport Programming</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SH 410</td>
<td>Recreational Facilities</td>
<td>3</td>
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<tr>
<td>SP-SH 425</td>
<td>Admin. &amp; Organization of P.E., Sport &amp; Fitness</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SH 491</td>
<td>Sport Science Seminar</td>
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<tr>
<td>SP-SM 200</td>
<td>Introduction to Sport Management</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SM 302</td>
<td>Sport Law</td>
<td>3</td>
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<tr>
<td>SP-SM 315</td>
<td>Sport Marketing</td>
<td>3</td>
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<tr>
<td>SP-SM 395</td>
<td>Practicum [Sport Management]</td>
<td>3</td>
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<tr>
<td>SP-SM 406</td>
<td>Issues and Trends in Sport</td>
<td>3</td>
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<tr>
<td>SP-SM 495</td>
<td>Internship [Sport Management]</td>
<td>3</td>
<td></td>
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<tr>
<td>SP-SM 497</td>
<td>Special Topics in Sport Management</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Business Elective Pool (Choose One)

- BS-MG 311 Advanced Professional Communication | 3
- BS-MG 371 Entrepreneurship | 3

### Sport Management Elective (Choose Two)

- SP-SH 201 First Aid | 2
- SP-SH 270 Officiating | 2
- 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

¹ Placement scores <80% will require EN-CP 105 as prerequisite.

²Prerequisite – Grade of C- or better in EN-CP 105

³Junior Standing

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- 34 credits of upper division
- 32 of the last 64 credits completed at CCC
- 2.00 GPA
- Submission of Intent to Graduate Application
- Completion of Exit Assessments
- Approval of the Faculty
Minors allow students to enhance their learning experiences by participating in a prescriptive curriculum that will provide the foundation related to a specific discipline. Each minor/track requires a minimum of 18 credits, including a minimum of eight upper division credits (300/400 level). If listed courses do not include the full eight credits of upper division, upper division requirements must be met through appropriate electives.

OUTLINE OF DEPARTMENTS AND MINORS/TRACKS

- Aviation
- Business
  - Accounting
  - Business
  - Management
  - Entrepreneurship
  - Organizational Leadership
- Communication
- Education
  - Elementary Paraprofessional
- English
- Fine Arts
  - Art
  - Literature
  - Music
  - Theatre
- Foreign Language
  - Spanish
- Ministry & Theology
  - Biblical Literature
  - Ministry
  - Missions
  - Student Ministries – Children
  - Student Ministries – Youth
  - Worship Arts
- Science
  - Biological/Environmental Science
  - Forensic Science
  - Health Careers
- Mathematics
- Social Sciences
  - Criminal Justice
  - History
  - History/Political Science
  - Political Science
  - Psychology
  - Psychology/Sociology
  - Sociology
- Sport Science and Health
  - Coaching
  - Exercise Science
  - Recreation
  - Sport Management

AVIATION

Aviation
NS-SM 291 Natural Science Seminar.........................1
NS-SM 491 Senior Seminar (Natural Science) .................1

Choose from the following (18 Credits):
AV-AF 101 Foundational Concepts of Aviation ..........3
AV-AF 201 Introduction to Aviation ......................3
AV-AF 301 Private Flying ................................3
AV-AF 302 Intro to Instrument Flying ................3
AV-AF 303 Instrument Flying I ...............................3
AV-AF 304 Instrument Flying II ..............................3
AV-AF 305 Meteorology ......................................4
AV-AF 401 Introduction to Commercial Flying .......3
AV-AF 402 Commercial Flying I ............................3
AV-AF 403 Commercial Flying II ...........................3
AV-AF 404 Certified Flight Instructor – Ground & Flying .........................4
AV-AF 405 Certified Flight Instructor – Inst. ..............................................1-2
AV-AF 406 Multi-Engine Rating .............................1

General Education Requirements:
NS-MA 104 [G] College Algebra..............................OR
NS-MA 111 [G] Calculus I.......................................3-4

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. .................3
BS-MG 353 Principles of Finance ..........................3
BS-AC 323 Computerized Accounting ....................3

Risk Management
BS-AC 220 Financial Accounting.............................3
BS-CP 235 Computer Applications in Business ......3
BS-EC 210 Survey of Economics...........................3
BS-MG 351 Principles of Management ..................3
BS-RM 205 Prin. Of Insurance & Risk Management ..3
BS-MG 353 Principles of Finance ........................3
BS-RM 323 Commercial Insurance & Risk Mgt. .......3

Management
BS-AC 120 Basic Accounting ................................3
BS-EC 210 Survey of Economics...........................3
BS-MG 311 Advanced Professional Com. .................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

**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

**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-MG363  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

**COMMUNICATION**

**Communications**

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 ............................. 3

**ENGLISH**

**English**

EN-LT 205 [G]  Introduction to Literature [WI] ..................... 2
EN-LT 222  Studies in Poetry [WI] .................................. 3
EN-LT 301  American Literature .................................... 3
EN-LT 230  Introduction to Shakespeare [WI] ...................... 3

Choose one:

EN-LT 304  British Literature I .................................... 3
EN-LT 305  British Literature II .................................... 3

Choose one:

EN-LT 415  American Novel .......................................... 3
EN-LT 417  British Novel .............................................. 3

English/Literature Electives ......................................... 3

**Literature**

EN-LT 205 [G]  Introduction to Literature [WI] ..................... 2
EN-LT 301 [G]  American Literature ................................ 3

EN-LT 304 [G]  British Literature I .................................. 3
EN-LT 305 [G]  British Literature II ................................ 3

Choose one of the following:

Literature Electives .............................................. 12

**HUMANITIES**

**Art**

Choose twenty (20) credits from the following list of courses, 10 of which must be upper division courses.

HU-AR 101 [G]  Art Appreciation ................................ 2
HU-AR 103 [G]  Drawing I ........................................... 2
HU-AR 104 [G]  Drawing II .......................................... 2
HU-AR 105 [G]  Painting w/Acrylics I ............................. 2
HU-AR 106 [G]  Painting w/Oils I .................................. 2
HU-AR 204  Photoshop CS-4 w/Lab ................................ 2
HU-AR 205 [G]  Painting w/Acrylics II ............................ 2
HU-AR 206 [G]  Painting w/Oils II .................................. 2
HU-AR 207 [G]  Color Theory ........................................ 2
HU-AR 208 [G]  Portraiture .......................................... 2
HU-AR 209 [G]  Introduction to Photography ....................... 2
HU-AR 210 [G]  Illustrator CS-5 w/Lab ............................ 2
HU-AR 211 [G]  InDesign CS-4 w/Lab .............................. 2
HU-AR 220  Stained Glass ............................................ 2
HU-AR 301 [G]  Art for Illustration ................................. 2
HU-AR 303 [G]  Intermediate Drawing .............................. 2
HU-AR 305 [G]  Intermediate Acrylics .............................. 2
HU-AR 306 [G]  Intermediate Oils ................................... 2
HU-AR 308 [G]  Murals .................................................. 2-4
HU-AR 309 [G]  Intermediate Photography ......................... 2
HU-AR 405 [G]  Advanced Acrylics ................................ 2
HU-AR 406 [G]  Advanced Oils ....................................... 2
HU-AR 491  Senior Seminar [Art] .................................. 2-4

**Music**

MU-AP [G]  Applied Music Lessons ................................. 4
MU-MS 101 [G]  Music Theory I .................................... 3
MU-MS 102  Ear Training I ......................................... 1
MU-MS 103  Music Theory II ....................................... 3
MU-MS 104  Ear Training II ........................................ 1
MU-MS 105 [G]  Music Appreciation ............................... 2

Upper division Music Electives ............................. 6

**Spanish**

CO-CO 320  Cross Cultural Communication ....................... 2-4
HU-FL 108 [G]  Spanish I ............................................ 4
HU-FL 109 [G]  Spanish II ........................................... 4
HU-FL 208 [G]  Intermediate Spanish ............................. 4
HU-FL 308 [G]  Advanced Spanish ................................. 4
HU-FL 310 [G]  Conversational Spanish ......................... 4

**Theatre**

MINISTRY AND THEOLOGY

Biblical Literature
HU-FL 201 [G] Elementary Biblical Greek I ......................... 3
HU-FL 202 [G] Elementary Biblical Greek II ...................... 3
MT-BI 301 Hermeneutics: IBS ........................................ 3
MT-BI 302 Biblical Interpretation: from Hermeneutics to Homiletics ........................................ 3
MT-TH 360 Introduction to Theology ................................ 3
Upper division Ministry/Theology Electives ...................... 5

Ministry
MT-BI 301 Hermeneutics: IBS ........................................ 3
MT-BI 302 Biblical Interpretation: from Hermeneutics to Homiletics ........................................ 3
MT-MN 352 Perspectives on the World Christian Movement ........................................ 3
MT-TH 360 Introduction to Theology ................................ 3
MT-TH 362 Theology of Missional Leadership ................ 3
MT-SM 380 A/B Action/Reflection Seminars .................... 2
MT-SM 480 A/B Action Reflection Seminars .................... 2

Missions
MT-BI 301 Hermeneutics: IBS ........................................ 3
MT-MN 311 Missions Experience ................................... 2
MT-MN 352 Perspectives on the World Christian Movement ........................................ 3
MT-MN 361 Making of a Missionary .............................. 2
MT-TH 463 Holistic Discipleship: From Evangelized to Evangelist ........................................ 3
SS-SO 320 Cross Cultural Communication ...................... OR
SS-SO 328 [G] Field Anthropology .................................. 4

Electives (choose one of the following):
SS-PY 320 Social Psychology ....................................... 3
SS-SO 202 [G] Principles of Sociology ........................... 3
SS-SO 265 [G] World Religions ..................................... 3

Student Ministries (Children)
MT-BI 301 Hermeneutics: IBS ........................................ 3
MT-MN 221 Organization in the Church ........................... 3
MT-MN 226 Children’s Ministry I .................................. 3
MT-MN 336 Children’s Ministry II ................................ 3
MT-TH 463 Holistic Discipleship: From Evangelized to Evangelist ........................................ 3
MT-SM 380 A/B Action/Reflection Seminars .................... 2
MT-SM 480 A/B Action/Reflection Seminars .................... 2

Electives (choose one of the following):

Student Ministries (Youth)
MT-BI 301 Hermeneutics: IBS ........................................ 3
MT-MN 221 Organization in the Church ........................... 3
MT-MN 222 Youth Ministry I ....................................... 3
MT-MN 322 Youth Ministry II ...................................... 3
MT-TH 463 Holistic Discipleship: From Evangelized to Evangelist ........................................ 3
MT-SM 380 A/B Action/Reflection Seminars .................... 2
MT-SM 480 A/B Action/Reflection Seminars .................... 2

Electives (choose one of the following):
SS-PY 201 Human Growth and Development ................ 3
SS-PY 307 Child and Adolescent Development ............... 3
SS-PY 309 Adolescent Development ............................ 3

Worship Arts
MT-SM 380 A/B Action/Reflection Seminars .................... 2
MT-SM 480 A/B Action/Reflection Seminars .................... 2
MT-TH 360 Introduction to Theology ............................. 3
MT-TH 410 Practical Theology of Worship Arts .............. 3
MU-MS 179 [G] Introduction to Music Technology ........... 2
Fine Arts Electives ................................................. 8

SCIENCE & MATHEMATICS

Environmental Sciences
NS-BI 100 [G] Environmental Science w/ Lab .................... 4
NS-CH 111 [G] College Chemistry I w/ Lab ..................... 4
NS-CH 112 [G] College Chemistry II w/ Lab .................... 4
NS-BI 304 [G] Microbiology w/ Lab ................................. 4
NS-SM 291 Natural Science Seminar ............................ 1
NS-SM 491 Senior Seminar (Natural Science) .......... 1

Choose at least one:
NS-BI 201 [G] Invertebrate Zoology w/ Lab .................... 4
NS-BI 202 [G] Vertebrate Zoology w/ Lab ....................... 4
NS-BI 203 [G] Plant Biology w/ Lab ............................. 4

Choose at least one:
NS-BI 305 [G] Ecology & Natural History w/ Lab .......... 4
NS-BI 306 [G] Ecology of the Southwest w/ Lab ............. 4
NS-BI 307 [G] Florida Ecology w/ Lab ........................... 4

General Education Requirements:
NS-MA 104 [G] College Algebra .................................. OR
NS-MA 111 [G] Calculus I ........................................... 3-4

Forensic Sciences
NS-BI 304 [G] Microbiology w/ Lab ............................... 4
NS-CH 111 [G] College Chemistry I w/ Lab .................... 4
NS-CH 212 [G] Organic Chemistry I w/ Lab ................... 4
NS-SM 291 Natural Science Seminar ............................ 1
NS-SM 491 Senior Seminar (Natural Science) .......... 1

165
Electives:
NS-BI 101 [G] General Biology w/ Lab ..........................4
NS-BI 201 [G] Invertebrate Zoology w/ Lab.................4
NS-BI 305 [G] Ecology & Natural History w/ Lab ............4
NS-BI 306 [G] Southwest Ecology w/ Lab .....................4
NS-BI 307 [G] Florida Ecology w/ Lab ..........................4
NS-BI 310 [G] Genetics w/ Lab ..................................4
NS-CH 102 [G] General Chemistry w/ Lab ....................4
NS-CH 112 [G] College Chemistry II w/ Lab ................4
NS-CH 312 [G] Organic Chemistry II w/ Lab .................4
NS-PS 104 [G] Earth Science ...................................4

General Education Requirements:
NS-MA 104 [G] College Algebra................................. OR
NS-MA 111 [G] Calculus I..................................3-4

Health Careers
NS-BI 204 [G] Human Anatomy & Physiology I w/Lab ....3
NS-BI 205 [G] Human Anatomy & Physiology II w/Lab .....3
NS-BI 304 [G] Microbiology w/ Lab .............................4
NS-BI 310 [G] Genetics w/ Lab ..................................4
NS-CH 111 [G] College Chemistry I w/ Lab ................4
NS-CH 112 [G] College Chemistry II w/ Lab ................4
NS-SM 291 [G] Natural Science Seminar ....................1
NS-SM 491 [G] Senior Seminar (Natural Science) ........1
NS-AP 495 [G] Internship [Natural Science] .................2-4

Recommended as an elective for pre-nursing:
NS-BI 245 [G] Basic Nutrition ..................................4

Recommended as an elective for pre-physical therapy:
NS-PH 205 [G] General Physics I w/Lab .....................4
NS-PH 206 [G] General Physics II w/Lab .....................4

Mathematics
NS-MA 111 [G] Calculus I ......................................4
NS-MA 211 [G] Calculus II ......................................4
NS-SM 291 [G] Natural Science Seminar ....................1
NS-SM 491 [G] Senior Seminar (Natural Science) ........1

Electives:
NS-AP 495 [G] Internship [Natural Science] .................4
NS-MA 104 [G] College Algebra ................................3
NS-MA 105 [G] College Trig. & Analytical Geometry ......2
NS-MA 201 [G] Survey of Contemporary Mathematics ......3
NS-MA 311 [G] Calculus III .....................................4
NS-MA 316 [G] History of Mathematics .....................2
NS-MA 411 [G] Differential Equations .......................4

Social Science

Criminal Justice
SS-CJ 235 [G] Criminal Justice Systems .....................3
SS-CJ 240 [G] Criminology ......................................3
SS-CJ 241 [G] Introduction to Law and Legal Studies ... 3-4
SS-CJ 340 [G] Criminal Law ....................................3
SS-CJ 341 [G] Criminal Investigation .........................3
SS-CJ 342 [G] Corrections .......................................4

Electives
SS-PY 306 [G] Any Approved Course .........................3-4
SS-SO 306 [G] Any Approved Course .........................3-4
SS-PO 306 [G] Any Course ....................................3-4
BS-MG 363 [G] Professional Ethics ..........................3
BS-MG 357 [G] Business Law .................................3

Elementary Paraprofessional
ED-AP 495 [G] Internship [Education] .......................2-4
ED-CC 100 [G] Introduction to Education ..................2
ED-CC 110 [G] Early Field Experience .....................1
ED-CC 120 [G] Culturally Diverse Field Experience ....1
ED-CC 300 [G] Exceptional & Diverse Learners ..........3
ED-CC 315 [G] Classroom Management ....................2
ED-EE 225 [G] Essentials of Children's Literature ......2
ED-EE 345 [G] Elementary Mathematics Methods ....3

Choose at least one of the following:

History
SS-HI 103 [G] History of World Civilization I ............3
SS-HI 104 [G] History of World Civilization II ..........3
SS-HI 105 [G] U.S. History I ..................................3
SS-HI 106 [G] U.S. History II ..................................3

Electives:
NS-MA 209 [G] Statistics ........................................3
SS-GE 113 [G] World Geography ............................3
SS-HI 244 [G] Social History of the 1960s .................1
SS-HI 245 [G] History of World War II ....................1
SS-HI 310 [G] Cultural and Geo-Historical Settings of the Bible ........................................2-4
SS-HI 331 [G] History of Christianity .......................3
SS-HI 332 [G] Late 20th Century World History ..........3
SS-HI 334 [G] Kansas History ................................3
SS-HI 343 [G] The American Revolution .................2
SS-HI 344 [G] A History of Minorities in the U.S. ......2
SS-HI 463 [G] Historiography ................................2
SS-HI 492 Senior Seminar [History] ...................... 1
SS-SO 328 [G] Field Anthropology ...................... 3

Four elective credits may be chosen from:
HU-AR 101 [G] Art Appreciation ...................... 2
HU-TH 112 Introduction to Theatre .................... 3
MU-MS 306 [G] Popular Music in America ............ 3
MU-MS 362 [G] Music History I ....................... 3
MU-MS 363 [G] Music History II ....................... 3

History/Political Science
SS-PO 203 American Government .................... 3
SS-PO 333 Political Science & Thought ............... 3

Choose between:
SS-HI 103 [G] History of World Civilization I ....... 3
SS-HI 104 [G] History of World Civilization II ...... 3
OR
SS-HI 105 [G] U.S. History I ......................... 3

Electives:
Any history course (SS-HI)
Any political science course (SS-PO)
BS-EC 261 Macroeconomics ......................... 3
SS-SO 202 [G] Principles of Sociology ............... 3
SS-SO 306 Social Problems ......................... 3
SS-SO 328 [G] Field Anthropology ................... 4

Four elective credits may be chosen from:
HU-AR 101 [G] Art Appreciation .................... 2
HU-TH 112 Introduction to Theatre .................. 3
MU-MS 306 [G] Popular Music in America ........... 3
MU-MS 362 [G] Music History I ...................... 3
MU-MS 363 [G] Music History II ..................... 3

Political Science
SS-PO 112 Current World Problems ................ 3
SS-PO 203 American Government .................. 3
SS-PO 333 Political Science & Thought ............. 3
SS-PO 261 History, Civics, and Social Responsibility 3

Electives:
BS-EC 261 Macroeconomics ......................... 3
BS-MG 372 International Business .................. 3-4
NS-MA 209 [G] Statistics ............................ 3
SS-HI 310 [G] Cultural and Geo-Historical Settings of the Bible .......... 3-4
SS-SO 202 [G] Principles of Sociology ............... 3
SS-SO 306 Social Problems ......................... 3

Psychology
SS-PY 110 [G] General Psychology .................. 3
SS-PY 201 Human Growth and Development .......... 3
SS-PY 320 Social Psychology ....................... 3
SS-PY 330 Abnormal Psychology .................... 3

Electives:
Any psychology course (SS-PY)
ED-CC 280 Ed. Psychology and Fund. of Learning .... 4
SS-CJ 240 Criminology ............................... 3
SS-AP 291 Scientific Writing Seminar: APA .......... 1
SS-AP 491 Senior Research Project .................. 3

Psychology/Sociology
SS-PY 110 [G] General Psychology .................. 3
SS-PY 320 Social Psychology ....................... 3
SS-SO 202 [G] Principles of Sociology ............... 3

Electives:
Any psychology course (SS-PY)
Any sociology course (SS-SO)
BS-EC 261 Survey of Economics .................... 3
BS-EC 261 Macroeconomics ......................... 3
BS-MG 363 Professional Ethics ...................... 3
ED-CC 280 Ed. Psychology & Fund. of Learning .... 4
NS-MA 209 [G] Statistics ............................ 3
SS-CJ 235 Criminal Justice Systems ................. 3
SS-CJ 240 Criminology .............................. 3
SS-HI 244 Social History of the 1960s .............. 1
SS-HI 344 A History of Minorities in the U.S. ...... 2
SS-PO 112 Current World Problems ................ 3
SS-AP 291 Scientific Writing Seminar: APA .......... 1
SS-AP 491 Senior Research Project .................. 3
SS-AP 495 Internship [Social Science] ............. 2-4

Sociology
SS-HI 344 A History of Minorities in the U.S. ...... 2
SS-PY 320 Social Psychology ....................... 3
SS-SO 202 [G] Principles of Sociology ............... 3
SS-SO 306 Social Problems ......................... 3
SS-SO 381 [G] Marriage & Family .................... 3-4
SS-SO 458 Sociological Theory ...................... 3

Electives:
BS-EC 210 Survey of Economics .................... 3
BS-EC 261 Macroeconomics ......................... 3
NS-MA 209 [G] Statistics ............................ 3
SS-CJ 235 Criminal Justice Systems ................. 3
SS-CJ 240 Criminology .............................. 3
SS-HI 244 Social History of the 1960s .............. 1
SS-PO 112 Current World Problems ................ 3
SS-PY 301 Human Growth & Development .......... 3
SS-PY 307 Child & Adolescent Development ....... 3
SS-PY 310 Research Methods/Applied Statistics .... 3
SS-PY 355 Organizational Behavior .................. 3
SS-SO 265 [G] World Religions ....................... 3
SS-SO 320 Cross Cultural Communications .......... 3-4
**Electives:**
- **Exercise Science**
  - NS-BI 101 [G]: General Biology w/ Lab 
  - NS-BI 204 [G]: Human Anatomy & Physiology I w/ Lab 
  - NS-BI 205 [G]: Human Anatomy & Physiology II w/ Lab 
  - SP-SH 308: Exercise Physiology 
  - SP-SH 310: Kinesiology 

**SP-SO 328 [G]**: Field Anthropology
**SP-AP 291**: Scientific Writing Seminar: APA
**SP-AP 491**: Senior Research Project

**SPORT SCIENCE & HEALTH**

**Coaching**
- SP-SH 201: First Aid
- SP-SH 202: Introduction to P.E., Sport, & Fitness
- SP-SH 204: Theory of Coaching
- SP-SH 400: Sports & Exercise Psychology

Choose at least one:
- SP-SH 308: Exercise Physiology
- SP-SH 310: Kinesiology

Choose two from the following:
- SP-SH 305: Theory of Coaching Basketball
- SP-SH 306: Theory of Coaching Tennis
- SP-SH 313: Theory of Coaching Baseball
- SP-SH 318: Theory of Coaching Soccer

**Electives:**
- Care & Treatment of Athletic Injuries
- Introduction to Team Sports
- Officiating
- Individual & Dual Sports Analysis
- Adaptive Physical Education

**Exercise Science**
- NS-BI 101 [G]: General Biology w/ Lab
- NS-BI 204 [G]: Human Anatomy & Physiology I w/ Lab
- NS-BI 205 [G]: Human Anatomy & Physiology II w/ Lab
- SP-SH 308: Exercise Physiology
- SP-SH 310: Kinesiology

**Electives:**
- First Aid
- Introduction to P.E., Sport, & Fitness
- Care and Treatment of Athletic Injuries
- Adaptive Physical Education
- Measurement & Evaluation in Health & Physical Education

**SP-SH 314**: Sport Nutrition
**SP-SH 415**: Exercise Testing, Evaluation & Prescription
**SP-SH 420**: Exercise Leadership
**SP-SH 425**: Administration & Organization of P.E., Sport & Fitness
**SP-PY 400**: Sport & Exercise Psychology

**Sport Management**
- SP-SH 202: Introduction to P.E., Sport, & Fitness
- SP-SH 410: Recreational Facilities
- SP-SH 425: Administration & Organization of P.E., Sport & Fitness
- SP-SM 200: Introduction to Sport Management
- SP-SM 302: Sport Law

Choose at least one:
- BS-MG 311: Advanced Professional Communication
- BS-MG 371: Entrepreneurship

Choose at least one:
- SP-SM 315: Sport Marketing
- BS-MG 352: Principles of Marketing

**Recommended Electives:**
- SP-SM 406: Issues & Trends in Sports
- SP-SM 497: Special Topics in Sport Management

**Recreation**
- SP-SH 202: Introduction to P.E., Sport, & Fitness
- SP-SH 309: Outdoor Recreation/Education
- SP-SH 410: Recreational Facilities

**Electives:**
- First Aid
- Care and Treatment of Athletic Injuries
- Introduction to Team Sports
- Individual & Dual Sports Analysis
- Exercise Physiology
- Adaptive Physical Education
- Administration & Organization of P.E., Sport & Fitness
Key for classes from partnership institutions
Mc=McPherson College
Ma=McPherson Airport

199/399 Course designations are reserved for transfer electives.

AVIATION

*All aviation courses carry a prerequisite of signed permission by the Aviation Program Director (Dr. Robin Jackson).

AV-AF 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-AF 101 Foundational Concepts of Aviation (3)
The purpose of this course is to introduce the student to the basic elements associated with aviation and aviation management. The subjects covered in this course will assist the student in other developing a basic understanding of the role of aviation within society and the role of the aviator within the aviation industry.

AV-AF 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-AF 100.

AV-AF 201 (MA) Introduction to Aviation (3)
Intended for those interested in pilot training with no prior experience, this course includes sufficient background material and flying time for the student to pass the FAA written private pilot test. Students are graded on the pass/fail system based upon satisfactory progress. A passing grade may be changed to a letter grade after a student has acquired a pilot rating and license.

AV-AF 301 (MA) Private Flying (3)
This course takes the student pilot from Introduction to Aviation through the Private Pilot Certificate. Student must be currently taking Introduction to Aviation or have passed the FAA private pilot written test within the previous two years. A minimum of 40 hours of flight time required. Students are graded on the pass/fail system based upon satisfactory progress. A passing grade may be changed to a letter grade after a student has acquired a pilot rating and license.

AV-AF 302 (MA) Introduction to Instrument Flight (3)
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-AF 303 (MA) Instrument Flying I (3)
This course brings the student with a Private Pilot Certificate half-way to completion of the instrument rating. It includes practice and maneuvers in simulated and actual instrument flight. An additional 40 hours above the Private Flying hours are required. Upon completion of this course, the student should have at least 80 total hours flying time. Prerequisite: Private Pilot Certificate, completion or concurrent enrollment in AV-AF 201.

AV-AF 304 (MA) Instrument Flying II (3)
With this course the student is expected to complete the instrument rating. It includes practice and maneuvers in simulated and actual instrument flying. A minimum of 45 additional hours of flight time is required. At the completion of this course, the student should have at least 125 total hours of flying time and the instrument rating. Prerequisite: Private Pilot Certificate, completion or concurrent enrollment in AV-AF 201.

AV-AF 305 Meteorology (4)
Designed as an introductory course in the field of meteorology, this course will expose the student to the basic concepts of weather and weather analysis. Topics include atmospheric structure, weather systems, forecasting, severe weather patterns, precipitation, as well as other general topics. Prerequisite: Permission of the instructor.

AV-AF 306 Aviation Safety (3)
Safety is an important issue in any discipline of aviation. It is very important for any person working in the aviation field to be focused on flight safety. This course is a study of the fundamentals essential to the safety of flight. This is a survey course of the topics of decision-making factors, accident reporting, accident investigation, air traffic systems, and aircraft technologies in the aviation industry.

AV-AF 308 Aviation Physiology (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-AF 395 Practicum [Aviation] (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.

AV-AF 401 (MA) Introduction to Commercial Flying (3)
This course prepares the student for the FAA Commercial Pilot written exam. Credit is awarded after completing the written exam.

AV-AF 402 (MA) Commercial Flying I (3)
This course will include 65 hours of flying time (to total 190 cumulative hours), concentrating on cross country flying and advanced maneuvers required for earning the commercial license. It will take the student with an instrument rating toward the commercial license, which will be granted with the successful completion of AV 303. Prerequisite: Private Pilot Certificate, instrument rating, completion or concurrent enrollment in AV-AF 301.

AV-AF 403 (MA) Commercial Flying II (3)
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. Includes 60 hours of flying time to bring total to 250 hours. Prerequisite: AV-AF 301, AV-AF 302.

AV-AF 404 (MA) Certified Flight Instructor (Ground and Flying) (4)
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 FAA written and practical examinations. Prerequisite: Commercial Pilot License and Instrument Rating.

AV-AF 405 (MA) Certified Flight Instructor (Instrument) (4)
Successful completion of this course leads to certification as a flight instructor with instrument rating.

AV-AF 406 (MA) Multi-Engine (1)
The student receives instruction in aircraft systems and the piloting skills required to operate a multi-engine aircraft safely.

AV-AF 407 Aviation Law (3)
This is a survey course of domestic and international aviation law. Topics include major aspects of aviation law. Emphasis is given to government regulations of airlines, airports, and aviation personnel.

AV-AF 408 Airport Management (3)
This course is a study of the changing nature of airports and the subsequent changes in airport management practices. Also of interest is the impact on users of airports. This course study will
also raise the awareness of career opportunities in the airport industry.

**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.

**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.

**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.

**BS-AC 316 (MC) Individual Income Tax (3)**
The study of individual income tax theory, planning and application. Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260, BS-EC 261. (Offered odd years)

**BS-AC 320 (MC) Intermediate Accounting I (4)**
A study that includes accounting theory, financial statements, the concept of future and present value, temporary and long-term investments, inventory evaluation, and fixed and intangible assets. Prerequisites: BS-AC 220, BS-AC 221. Permission is required.

**BS-AC 321 (MC) Intermediate Accounting II (4)**
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.

**BS-AC 322 (MC) Cost Accounting (3)**
The study of standard costing, cash budgeting, processing costs, 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)

**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.” Prerequisite: BS-AC 220, BS-AC 221. (Offered odd years)

**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)

**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 extensive, 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 405 Internship [Business] (2-5)**
This independent study is designed to provide the student with on the job training under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**BS-AP 498 Thesis [Business] (2-5)**
The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and 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 using public.

**BS-CP 237 Fundamentals of Website Design (3)**
This course introduces the principles and best practices for creating usable websites and teaches students the fundamentals of HTML, use of HTML authoring tools, webpage writing and editing, web graphics and multimedia elements, and website architectures and content management. Prerequisite: BS-CP 235 and at least sophomore standing. (Offered even years)

**BS-CP 335 Advanced Computer Applications in Business (3)**
An advanced computer application course expanding the topics first introduced in BS-CP 235, including popular software in word processing, database, spreadsheets, and presentations. The course is designed to give the business user hands-on, real-world examples of how the software is integrated into the business decision-making process. Prerequisites: BS-CP 235 or permission of instructor. (Offered odd years)

**BUSINESS: ECONOMICS**

**BS-EC 210 Survey of Economics (3)**
This is a survey course covering basic principles for both microeconomics and macroeconomics. Microeconomics studies the way in which individual economic agents such as workers, consumers, households and business firms make decisions. Macroeconomics addresses issues pertaining to the aggregate economic principles with practical examples to give students a better understanding of the role economics plays in society.

**BS-EC 260 Microeconomics (3)**
An introduction to microeconomic theory including an analysis of price theory, the marginal concept, market structure and performance.

**BS-EC 261 Macroeconomics (3)**
An introduction to macroeconomic theory including a study of national income, spending, the creation of money, monetary and fiscal policy, and the problems of controlling inflation and unemployment. Prerequisite: BS-EC 260.

**BS-EC 265 [G] Personal Finance (3)**
Personal and family financial planning. Emphasis is on saving, budgeting, investments, retirement planning, housing, car buying, and insurance.

**BUSINESS: MANAGEMENT**

**BS-MG 100 Principles of Business (3)**
This course is a survey of the field of business for the non-business major or the beginning business student. Topics include the business environment, starting and growing a business, management, human resource management, marketing, finance and international business.

**BS-MG 209 Statistics (3)**
A study of basic concepts and operations in descriptive and inferential statistics. The areas of study will include graphic representation, measures of central tendency and dispersion, probability theory and various significant tests of
it pertains to the business activities and influences of our modern day law as the environment. (employee rights, and unionization, compensation, training and development, management principles with leadership in organizations. (Prerequisite: sophomore standing)

BS-MG 342 Investments (3) Basic concepts of investing, including market mechanics, investment vehicles, terminology, fundamental and technical analysis of stocks. A trip to visit the financial district in New York and/or Washington D.C. may be included. Prerequisite: Permission of the Instructor (Offered odd years)

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)

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)

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)

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.

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)

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.

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

BS-MG 371 Introduction to Entrepreneurship (3) The 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)

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 Planning (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.

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) SP
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.

BS-RM 305 Personal Insurance (3) FA
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

BS-RM 306 Commercial Insurance and Risk Management (3) SP
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. Prerequisites: BS-RM 205 and BS-RM 305

BS-RM 358 Risk Management Principles and Practices (3) FA
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 312 Commercial Underwriting Principles (3) SP
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) FA
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 380 Reinsurance Principles and Practices (3) SP
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

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]
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

CO-AP 493 Research Project (2-4)
This independent study course culminates in the completion of a research project. The specific elements of the project will be decided upon with a project facilitator and articulated in a learner contract.

CO-AP 495 Internship [Communication]
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

CO-AP 498 Thesis [Communication]
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.

CO-AP 499 Internship [Communication]
This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

CO-CO 220 [G] Film Studies (4)
This course will give students the opportunity to explore the relationship between film and audience by understanding why people respond as they do to films. Film Studies will cover a wide range of concepts, theories, and ideas about the study of film – various “language systems” and the gamut of techniques used by filmmakers in conveying meaning. By referring to a wide range of films, students will have the opportunity to study how film culturally, politically, and spiritually impacts society.

CO-CO 221 Introduction to Mass Media (3)
An introductory course designed to familiarize the student with the role of media within modern society. Particular attention is given to the uses, roles, and impact of print and electronic media.

CO-CO 311 Advanced Professional Communication (3)
This course includes in-depth discussion of current communication topics including workplace diversity, technology, correspondence applications, proposals, business plans, visual aids, teamwork, interpersonal communications, listening, nonverbal messages, presentation skills and employment communication. Positive, neutral, goodwill, negative and persuasive letters will be prepared. Prerequisites: EN-CP 103 [G], EN-CP 104 [G].

CO-CO 312 Interpersonal Communication (3)
This course is an oral communications course designed to acquaint students with the basic concept of human communication, as well as the more specialized skills needed in developing and maintaining interpersonal relationships. Self-concept, self-disclosure, perception and relationship development are the major units covered, along with special attention given to communication on the job, in the classroom and with one’s peers. Offered alternate years

CO-CO 320 Cross Cultural Communication (2-4)
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
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.

ED-AP 495 Internship [Education] (2-4)
This 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; offered during interterm.

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 taken concurrently with ED-CC 100, or offered other semesters.

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. It is normally taken concurrently with ED-CC 100 Introduction to Education, or offered other semesters.

ED-CC 265 Instructional Media & Technology (2)
This course is designed to acquaint prospective teachers with current technology and its application to K-12 education. In class and out of class methods will be explored. A sampling of topics will include, but not be limited to presentation software, laptop/desktop computers, DVD, digital media, websites, pod and web casting, internet, Blackboard, research, wiki creation and management, online coursework, and virtual classrooms.

ED-CC 280 Educational Psychology & Fundamentals of Learning (4)
This course is a study of the nature and process of learning within the human brain. It will include the latest research from neuroscientists related to how the brain learns as well as educational learning theories and theorists. Basic principles of brain-based teaching including how the brain processes information will be examined. The course will explore the psychology of human growth and learning, memory, attention, circadian rhythms, gender differences, learning preferences, developmental issues, classroom learning environments, and developmental learning issues. Emphasis will be on how the individual can use this research to create effective instruction for students.

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. Prerequisite: Acceptance into the Teacher Education Program

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 Teacher Education 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 Teacher Education Program and junior status or higher.
ED-CC 400 Philosophy of Education (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: Acceptance into the Teacher Education Program

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 Teacher Education Program, ED-EE 380 or ED-SE 381.

ED-CC 450 Clinical Teaching Experience/Senior Seminar (14)
Clinical 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 CTE 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 Teacher Education Program, ED-EE 380 or ED-SE 381.

EDUCATION (ELEMENTARY)
ED-EE 225 Essentials of Children’s 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. Featured authors include Robert Munsch, Gary Paulsen, Eric Carle, Lois Lowry, Ted Greisel, Chris Van Allsburg, Mem Fox, Jack Prelutsky, Mary Pope Osborne, Audrey and Don Wood, Katherine Paterson, Patricia Giff, Betsy Byars, Seymour Simon, and many more. Prerequisite: Acceptance into the Teacher Education Program.

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 Teacher Education Program.

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 Teacher Education Program.

ED-EE 342 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 Teacher Education Program.

ED-EE 343 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 Teacher Education Program.

ED-EE 345 Elementary Science Methods (3)
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 Teacher Education Program.

ED-EE 346 Elementary Social Science Methods (3)
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 Teacher Education Program.

ED-EE 348 Elementary Fine Arts 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 Teacher Education Program.

ED-EE 380 Junior Teaching Practicum [Elementary] (4)
In this practicum experience, the teacher candidates participate in the life of an assigned elementary school as a member of the overall learning community. Students are required to complete the required number of volunteer hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include experiences such as teacher assistance, small group instruction, library assistance, classroom monitoring and individual tutoring. Prerequisite: Acceptance into the Teacher Education Program.

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 Teacher Education Program.

EDUCATION (PHYSICAL EDUCATION)
ED-PF 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 Teacher Education Program

ED-PE 351 6-12 Physical Education Methods (2)
Study of effective teaching with emphasis on teaching methods, student learning time, classroom management, and program planning. This course includes a ten hour practicum placement in a secondary education classroom. The purpose of this course is to analyze the teaching methods utilized in effective instructions and to help students understand the essential elements of teaching physical education at the secondary level. It is a hands-on, practical means of introducing the students to activities and procedures related to secondary physical education. Prerequisite: Acceptance into the Teacher Education Program

EDUCATION (SECONDARY EDUCATION)
ED-SE 351 Secondary English 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 as it relates to studies in English. Through unit development and microteaching, students will develop a working knowledge of pedagogy and state content standards. Prerequisite: Acceptance into the Teacher Education Program

ED-SE 381 Secondary Teaching Methods (4)
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 as it relates to studies in History and Government. Through unit development and microteaching, students will develop a working knowledge of pedagogy and state content standards. Prerequisite: Acceptance into the Teacher Education Program

ENGLISH: APPLIED DEPARTMENTAL STUDIES
EN-AP 391 Readings in English
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 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 393 Junior Project (2-3)
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 in light of the Senior Project. Thus it includes conducting an extensive bibliographic search for sources and literature-related reviews.

EN-AP 395 Practicum [English] (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.

EN-AP 493 Senior Research Project (2-3)
This independent study is designed to build upon the preliminary research started in the Junior Project. In conjunction with the advisor, the student will finalize the specific elements of the project and begin refining the data procured through the initial investigation in response to the project outcomes.

EN-AP 494 Senior Project (2-3)
This independent study course culminates in the completion of the project completed in EN-AP 493. The specific elements of the project will be decided upon with a project facilitator as well as articulated in a learner contract.

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 100 Fundamentals of Written English (2)
This course allows English Language Learners to communicate with a second English professor in a non-threatening environment about what they comprehend in their other courses using collegiate language for collegiate writing assignments. This class will seek to help ESL-ELL students leap over any plateaus they may have reached, such as the misconception that they can make no further progress. The class will also help them “listen” in English as they will sometimes be assessed for class participation. This course is repeatable.

EN-CP 101 [G] Studies in Grammar & Vocabulary (2)
Instruction and practice in personal expository essays and paragraphs, with emphasis on correct writing. Through classroom interaction, labs, and homework, students will be encouraged toward a positive writing future so that they can find success in academics, careers, and in personal accomplishment. The student will repeat this course until passed with a C or better.

EN-CP 103 [G] 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 101 (C- or better).

EN-CP 104 [G] English Composition II (3)
Instruction in writing with emphasis on research and analytical exposition. Required for graduation. Prerequisite: EN-CP 103 [G].

EN-CP 105 [G] College Writing & Research (3)
Instruction and practice in writing with emphasis on correct writing as well as instruction and practice in supporting arguments and assertions, the research process, and applying revision strategies. The student will repeat this course until it is passed with a C or above. The student is required to submit a writing example to the College Assessment Tracking System (CATS) at the conclusion of the course. Prerequisite: 80% or above on Placement Test (WPE/SmarterMeasure) or successful completion of EN-CP 101.

EN-CP 113 Composition, Reading, and Rhetoric I (3)
This course explores various modes of communication with a focus on standard grammatical and stylistic use of language. Reading selections will provide students with the opportunity to make inferences and examine divergent perspectives in order to communicate comprehension of material. Students will also be challenged to engage the writing process (composing, formatting, revising, editing, and submission) with specific focus given to grammar and usage, punctuation, and spelling.

EN-CP 114 Composition, Reading, and Rhetoric II (3)
This course continues to explore various modes of communication with an emphasis on information literacy and synthesis. Students will be challenged to engage the research process including the identification of a topic, evaluation of sources, and integration of information, summarizing, writing, editing, citing, proofreading, and submission in order to demonstrate rhetorical awareness of audience, purpose, and style. Information literacy will also be enhanced through interactive units covering the use of the library and online databases. Prerequisite: EN-CP 113

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.

175
EN-CP 210 [G] Creative Writing (4)
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 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 402 [G] 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 405 Advanced Composition (3)
An in-depth study of analytical and argumentative writing using critical thinking and research skills to focus on American popular culture and values from a Christian worldview. Offered alternate years. Prerequisites: Upper division standing or permission of the instructor.

EN-CP 410 [G] Advanced Creative Writing (4)
Students will research requirements for submission of manuscripts and then submit manuscripts for publication. Alternate years. Prerequisite: EN-CP 210 [G].

ENGLISH (LANGUAGE)
EN-LG 220 Linguistics I (2)
This course will introduce students to the facts and phenomena of the English language. Students will learn about its structure and its history. The course is about the human mind and how our minds acquire language, use language, and pass it on to later generations. Alternate years. Prerequisite: EN-CP 103 [G] and EN-CP 104 [G].

EN-LG 320 Linguistics II (2)
This course will look at the English language within society and will aim to enhance language awareness; it will also enable students to understand and assess current scientific debates in the field. Alternate years. Prerequisite: EN-LG 220.

EN-LG 420 Linguistics III (2)
After phonology, morphology, syntax, semantics, and historical linguistics are understood and appreciated, it is important to address other linguistic elements, such as language classification, first and second language acquisition, and psycholinguistics. Linguistics III will continue to help students discover the subconscious knowledge that underlies our use of language as well as continue to help them write, think, and read in ways that foster both personal development and professional advancement. Alternate years.

EN-EL 100 International Seminar (2)
This course is designed to aid the student in developing the necessary skills to be successful as an International or English as a Second Language student. Students will have the opportunity to interact with College personnel and resources designed to aid the educational process. Cultural engagement will be provided through involvement with trips, special events, host families, and special speakers. Specific attention will be given to mastery of specific academic jargon, idioms, and vernacular tools.

EN-EL 101 Culture in Context (2)
This course is designed to introduce students to cross cultural communication through an introduction to western history, worldview, philosophy, perspective, and lifestyle. Specific attention will be given to the worldview and perspective of the College and its effect on the educational experience. Student will have the opportunity to interact with documents and literature that has shaped the cultural context of the College and region. Through the course, students will be provided a context for listening, reading, speaking, and writing.

EN-EL 110 Speaking, Listening, and Vocabulary (3)
The goal of this course is to encourage fluency both in listening and speaking. Students will practice pronunciation, grammar, and vocabulary to develop communicative competence. Additionally, students will be introduced to communication in context (humor, sarcasm, satire, etc.), as well as tone, body language, gestures, and common non-verbal cues.

EN-EL 111 Conversation Lab (1)
This lab experience is designed to strengthen English comprehension and verbal skills needed for academic success by providing a safe environment to master the art of discourse. Students will be challenged to participate in conversation with a focus on expanding conversational mastery. This is a repeatable pass/fail course. Prerequisite: EN-EL 110

EN-EL 120 Writing, Grammar, & Reading (3)
This course focuses on the mastery of the more complex writing constructions and formality experienced in the college environment. Students will also have the opportunity to increase reading speed and comprehension, including the use of note-taking as a tool to develop critical thinking skills.

ENGLISH (LITERATURE)
EN-LT 205 [G] 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. Alternate years.

EN-LT 217 [G] 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. Alternate years.

EN-LT 220 [G] 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.

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 [G] Literature & Film [WI] (3)
This course explores the complex relationship between literature and film adaptations. Selected novels are analyzed in relation to film versions of the same works in order to gain an understanding of the psychological, sociological, political, philosophical, and theological ideas within.

EN-LT 230 [G] 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. Alternate years. Prerequisite: Sophomore standing.

EN-LT 250 Greco-Roman Mythology (2)
This course provides a survey of ancient Greek and Roman mythology and illustrates the influence of these myths on culture, with specific attention to how these mythologies influence literature.

EN-LT 301 [G] 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 [G] Adolescent Literature (2)
A brief overview of the history of adolescent literature by studying the prose, poetry, and illustrations of adolescent literature. Alternate years. Prerequisite: EN-LT 205 or Permission of the Instructor

EN-LT 304 [G] 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 [G] 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 [G] C. S. Lewis (4)
A study of representative writings of the literary scholar C. S. Lewis. If the course is during interterm, students have an opportunity to visit the UK to gain insights into Lewis’ written works and life values. Alternate years. Prerequisite: EN-CP 103 [G], EN-CP 104 [G], EN-CP 205 or Permission of the Instructor.

EN-LT 308 [G] Fantasy, Film, & Faith (2)
The student will be challenged to look at the stories of superheroes’ lives and consider why their stories influence the thinking and actions of our culture. This class will develop the student’s film criticism skills while considering how fantasy, faith, and film intersect. Alternate years. Prerequisite: EN-LT 205 or Permission of the Instructor.

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 [G] 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 milieux. Prerequisite: EN-LT 205 or Permission of the Instructor

ENGLISH (SEMINAR)
EN-SM 291 English Sophomore Seminar (1)
This course functions as a combination writing/research workshop and an intellectual social gathering. This course not only teaches proficiency in the MLA writing style but also the critical perspectives and theories that enliven the English studies discipline. Prerequisite: English Major

EN-SM 491 English Senior Seminar (2)
This capstone course is designed to explore selected subjects (i.e. writers, literary forms, themes, etc.) within the context of current critical theory and within a Christian worldview: to teach students to subvert and recreate culture. Prerequisite: Permission of the Instructor

GENERAL STUDIES
GS-SM 103 Freshman Seminar (1)
The purpose of this course is to equip the students with skills related to success in college. Topics covered will include career interest, values, aptitudes, spiritual gifts, history of CCC, entry survey, liberal arts education, time management, volunteer service, study skills, money management, etc.

GS-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 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. There is a $50.00 fee associated with the course.

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. There is a $50 fee associated with this course.

HUMANITIES (ART)
HU-AP 350 Applied Humanities: Art (2)
This course, offered during interterm, 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 101 [G] Art Appreciation (2-3)
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 [G] Drawing I (2)
This is a beginning drawing course emphasizing basic principles and practice. Drawing media include pencil, pen & ink, charcoal, colored pencil and pastel.

HU-AR 104 [G] 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: ART or instructor’s permission and HU-AR 103.

HU-AR 105 [G] Painting I-Acrylics (2)
This is an introductory course introducing acrylics with studies in color and composition. Students will produce a number of original pieces including, but not limited to, landscapes, portraits and wildlife subjects.

HU-AR 106 [G] Painting I-Oils (2)
This is an introductory course introducing oils with studies in color and composition. Students will produce a number of original pieces including, but not limited to, landscapes, portraits and wildlife subjects.

HU-AR 204 Photoshop CS-4 (2)
This course will introduce the student to the basic operation associated with Photoshop. The student will learn how to work with layers, optimize master selection tools, manipulate text, apply special effects and gain experience preparing files for web and print use.

HU-AR 205 [G] 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, HU-AR 105.

HU-AR 206 [G] Painting II-Oils (2)
Building on the skills developed in level I, this course is focused on the continued development of the use of oils. It focuses on individualized student projects. Prerequisite: Permission of the instructor.

HU-AR 207 [G] Color Theory (2)
Students will gain exposure to the concepts associated with color development, expression, perception, and application. Additive and
fractal patterns are explored in relation to
composition, harmony and contrast.

HU-AR 208 [G] Portraiture (2)
This course will introduce the student to the
caractets associated with the painting of the
human form, through the use of self-portraiture.
Study of the human form and structure is
stressed, as well as the use of painting techniques
associated with portraiture.

HU-AR 209 [G] 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. This course may also
include a practical assignment is attached to an
interterm experience. Applied courses will be
designated with as Photography: "location". Prerequisite: Digital camera required.

HU-AR 210 [G] Illustrator C-4 (2)
This course will introduce the student to the
basic functions associated with Adobe Illustrator.
Students will learn basic design associated with
logos or graphics for the Web or publication.

HU-AR 211 [G] InDesign C-4 (2)
This course will introduce the student to the
basic of desktop publishing using Adobe InDesign.
The student will receive hand-on experience with
creating, modifying and saving documents.
Including how to enter and edit text and graphics,
importing and threading text, preparing
documents for printing and saving as an Acrobat
PDF.

HU-AR 220 Stained Glass (2)
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 dimension
works of art. Class supply fees apply.

HU-AR 301 [G] Art for Illustration (2)
Designed to introduce the student to the basic
elements of illustration. The student will be
challenged to refine their ability to use art as a
narrative tool. The course will assist the student
through the development of conceptual ideas,
sketches, storyboards, and final pieces.

HU-AR 303 [G] Intermediate Drawing (2)
Building on techniques gained through Drawing I
and II, the student is now encourag
em to experiment with different artistic strategies
related to process, content, and theme. Designed
as an independent study, course outcomes and
objectives will be agreed upon with the course
mentor. Prerequisite: Permission of the
instructor, HU-AR 103, 104.

HU-AR 304 Photoshop for Artists (2)
Class features Photoshop usage specifically
tailored to meet the needs of the art world.

Focusing on color harmony, artistic editing,
multiple layered effects, typography usage, and
best printing practices for commercial
applications.

HU-AR 305 Intermediate Acrylics (2)
Advanced studies and techniques in acrylics.
Designed largely as an independent study, the
student will work with the program director in
the production of original works or special
projects. Prerequisite: Permission of the
instructor.

HU-AR 306 Intermediate Oils (2)
Advanced studies and techniques in oils.
Designed largely as an independent study, the
student will work with the program director in
the production of original works or special
projects. Prerequisite: Permission of the
instructor.

HU-AR 308 [G] Murals (2-4)
Designed as an upper-level experience, this
course will familiarize the student with the
elements of mural painting. The student will be
required to work with a team of artists on a
commissioned or articulated project for display.

HU-AR 309 [G] 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.
This course may also include a practical
assignment is attached to an interterm
experience. Applied courses will be designated
with as Photography: "location". Prerequisite: Digital camera required.

HU-AR 355 [G] Art and Architecture (2)
This course is a field-based exploration course,
normally associated with a cross-cultural trip
taking during interterm. 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,
arquitecture, as well as pieces by local artisans.
The student will be required to develop a picture
portfolio. Perquisite: Digital Camera and
additional memory cards.

HU-AR 391 Readings in Art (2-4)
This course is designed for an independent study
course. The intent of the course is to provide an
intensive, supervised study of a particular topic in
Art (not covered by the current curriculum). The
student and sponsoring instructor will develop
and submit a learning contract, which will include
a description of the subject being covered,
materials to be used, schedule of meeting times,
and description of a project or paper to be used
for final evaluation.

HU-AR 395 Practicum [Art] (2-4)
This independent study is designed to provide the
student with hands-on experience related to
the focus of the practicum. The specific elements
of the practicum will be decided upon with a
faculty advisor and articulated in a learner
contract. The student is required to complete 40
hours of work for each credit hour.

HU-AR 403 [G] Advanced Drawing (2)
Exploration into differing artistic approaches in
drawing are balanced with the development of
technical skill. The student will be challenged to
use drawing as a vehicle for personal expression
through abstract, figurative, and objective pieces.
Designed as an independent study, course
outcomes and objectives will be agreed upon
with the course mentor. Prerequisite: Permission
of the instructor.

HU-AR 405 [G] Advanced Acrylics (2)
Advanced studies and techniques in acrylics.
Designed largely as an independent study, the
student will work with the program director in
the production of original works or special
projects. Prerequisite: Permission of the
instructor.

HU-AR 406 [G] Advanced Oils (2)
Advanced studies and techniques in oils.
Designed largely as an independent study, the
student will work with the program director in
the production of original works or special
projects. Prerequisite: Permission of the
instructor.

HU-AR 491 Senior Seminar [Art] (2-4)
Designed to provide opportunities for portfolio
development and on-the-job experience in art-
related fields, this independent study course
would allow the student to propose a special
project or practical experience. For each hour of
credit, the student will need to complete 40
hours of real-time experience. In addition all
interns are required to maintain a journal
recording time, duties, and activities. Visual
documentation of the work produced and/or
development of a personal portfolio is required.
Prerequisite: Permission of the instructor.

HU-AR 493 Research Project [Art]
This independent study is designed to challenge
the student in the expansion and integration of
acquired coursework and knowledge. Specifically,
the course will challenge the student to pursue a
topic and begin research and organization under
the supervision of a faculty advisor.

HU-AR 495 Internship [Art] (2-4)
This independent study is designed to provide the
student with on the job training, under the
tutelage and evaluation of a practitioner. The
specific elements of the internship will be
decided upon with a faculty advisor and
articulated in a learner contract. The student is
required to complete 40 hours of work for each
credit hour.

HU-AR 498 Thesis [Art] (2-4)
The thesis course provides the student with the
opportunity to produce original research. The
outcome of the course is the development of a
thesis that demonstrates the ability to review,
analyze, and synthesis information and data related to a hypothesis or research question.

HUMANITIES (FOREIGN LANGUAGE)
HU-FL 105 Conversational Spanish (3)
This course focuses on helping the non-Spanish speaker navigate conversations that may occur when interacting with diverse populations and Spanish speaking individuals. The purpose of the course is to provide the student with the rudimentary skills needed to interact with diverse populations. No Spanish experience necessary.

HU-FL 108 [G] Spanish I (4)
Acquisition of the four skills: listening, speaking, reading and writing. Also integrated into the course are cultural and geographical material related to Spanish-speaking countries. Besides the class periods, one hour of computer time is required each week. The course is conducted entirely in the target language. Prerequisite: Two years of high school Spanish or permission of the instructor.

HU-FL 109 [G] Spanish II (4)
A continuation of Level I Spanish with emphasis on the mastery of the four language skills of listening, speaking, reading and writing. Besides class periods, one hour of computer time is required each week. The course is conducted entirely in the target language. Prerequisite: HU-FL 108 [G] or 3 years of high school Spanish.

HU-FL 201 [G] Biblical Greek I (3)
Emphasizes the essentials of Koine Greek grammar and syntax. Major focus is on learning the elements of Greek and relevant tools needed for translation.

HU-FL 202 [G] Biblical Greek II (3)
Building on Greek I, the student will be challenged to master reading select materials in the New Testament, as well as intermediate levels of translation. Prerequisite: HU-FL 201

HU-FL 208 [G] Intermediate Spanish (4)
A review of grammatical principles followed by readings and vocabulary expansion. Classes conducted in Spanish. Oral preparation necessary for discussion of topics, short stories, and cultural research. Tutorial sessions required. Prerequisite: Permission of the instructor.

HU-FL 301 [G] Biblical Greek III (3)
This directed study course is designed to prepare the students for advanced studies in Greek, relative to the seminary experience. Translation studies using the original text will focus on syntactical elements of the text. Prerequisite: Permission of the Instructor.

HU-FL 308 [G] Advanced Spanish (4)
Designed to provide the student with the skills necessary to refine and hone his or her use and comprehension of the Spanish language. Writing projects, conversational immersion, tutoring, as well as other practical experiences will be a part of the course. The student completing this course should be prepared for cultural immersion in a Spanish speaking society. Prerequisite: Permission of the Instructor.

This course provides on-site opportunity for advancement in the use and fluency of the Spanish language and provides a cultural dimension which cannot be achieved in the conventional classroom. It is a constant 24-hour laboratory with trained missionaries and nationals with whom to dialog. It provides situations in which the student has the chance to fully participate in the target language. Prerequisite: High level of Spanish fluency.

HUMANITIES (THEATRE)
HU-TH 101 [G] Theatre Performance (1) [Non Majors]
HU-TH 201 [G] Theatre Performance (1) [Major/Minor: First four semesters]
HU-TH 401 [G] 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 performance 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 [G] Theatre Production: Blocking & Choreography (2)
HU-TH 205 [G] Theatre Production: Makeup & Costumes (2)
HU-TH 305 [G] Theatre Production: Design & Effects (2)
HU-TH 405 [G] 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 [G] Acting I (3)
Practical introduction to the art and technique of acting, including contemporary studies in character development.

HU-TH 112 [G] 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 on elements such as dance, mime, stage fighting, as well as other theatrical elements. The student can expect to gain spatial awareness and attentiveness to physiological movement and expression. Alternate years.

HU-TH 207 [G] 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 [G] or instructor’s permission.

HU-TH 210 [G] Stagecraft I (2)
Introduction to backstage crafts, including set construction, lighting, make-up and costume design.

HU-TH 310 [G] Stagecraft II (1-2)
A continuation of the study of backstage crafts with specific projects in one of the production disciplines such as lighting, sound, decor or construction. Prerequisite: HU-TH 210

HU-TH 325 Religious Drama (2)
A study of the development of church drama and a consideration of its place in the church today. Special problems of material, costuming and properties are discussed. Recommended for ministry majors. Prerequisite: sophomore standing or above. (Directed study.)

HU-TH 333 Theatrical Design (3)
Design project in one of the following areas of theatre: scenery, costumes or lighting. Works directly under the supervision of the theatre director in the development of the project. (Directed study.)

HU-TH 345 Stage Directing (2-4)
This course is designed as an overview to the principles of stage directing. The student will become familiar with methods associated with script analysis, production management, stage instruction, auditions and casting, as well as other issues. Student may be required to stage a feature production in fulfillment of the course requirements. Prerequisite: Permission of the Instructor. (Directed study.)

HU-TH 391 Readings in Theatre (2-4)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in theatre (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.
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.

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. There is a $35 fee associated with this course to cover the cost of a background check.

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.

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. Prerequisite: MT-BI 100 Introduction to Biblical Literature.

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. Prerequisite: MT-BI 100 Introduction to Biblical Literature.

An intensive study of the first book of the Bible emphasizing 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 seen as foundational for the Christian’s worldview.

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.

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.

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.

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.

In this class the student will be introduced to the technical language and the hermeneutical tools needed for doing exegetical work. Using inductive methodology, 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. Prerequisite: MT-BI 100.

This class is designed to help the student refine an interpretive method that allows for accurate transfer of biblical meaning into an appropriate presentation format. The student will learn several classic homiletic models, and practice building sermons and teaching sessions out of biblical passages using these different models. Oral presentations will be part of the coursework.

The four wisdom books (Proverbs, Job, Ecclesiastes, Song of Solomon) and the Psalter are studied with attention given to cultural background, literary forms and hermeneutical framework.

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 exegeesis.

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.

MT-BI 307 [G] Pauline Epistles (3)
A study of the New Testament letters written by the apostle Paul.

MT-BI 308 [G] General Epistles (3)
A study of letters written by James, Peter, John, Jude, and the book of Hebrews.

MT-BI 309 [G] 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.

MT-BI 310 [G] 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 will change from year to year. Students are required to complete an in-depth analysis of the geographical settings and historical contexts in which Biblical history took place. The student will also be required to explore how the geography and cultural aspects have been affected by contemporary history. Transcript will detail the specific location. This course can be repeated for differing locations.

MT-BI 415 Exegesis (3)
This class requires a student to choose a specific book of the Bible to study in-depth in the original Greek. The student will work with content and language specific to the book to further hone his or her inductive study methods. Coursework will be outlined in a study plan formulated by the student and sponsoring professor.

MINISTRY AND THEOLOGY
(MINISTRY)

MT-MN 130 Free Methodist History & Polity (or Denominational History) (2)
A study of the history, organization, mission, and doctrines of the Free Methodist Church (or another chosen denomination). One of the preliminary courses of study for membership in a Free Methodist conference. (Offered on demand.)

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 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 a strategy for ministry with youth. Biblical principles are studied and applied as essential ingredients for a solid foundation in youth ministry.

MT-MN 236 Children’s Ministry I (3)
The emphasis of this course is to give the student both an understanding of what is involved in ministering to children and practical 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.

MT-MN 310 Applied Homiletics (3)
This course will emphasize advanced learning of the mechanics and developing ideas of the speaker. The course involves the student in the theory and the practice of preaching.

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.

MT-MN 312 Ministry Exploration (2-4)
This course is a field-based exploration that seeks to expose the ministry student to various avenues for ministry including traditional church models, alternative expressions of the local church and para-church organizations. The particular location will be determined by the trip sponsors and will change from year to year. Students are required to complete an in-depth analysis of their experience and a reflection on their personal call to a particular type of ministry in response to one or more of the institutions visited. This course can be repeated for credit.

MT-MN 322 Youth Ministry II (3)
This course is specifically designed to help the student understand the administration of youth ministries on a local level. It deals with the practical side of doing ministry in today’s culture. Prerequisite: MT-MN 222 or permission of the instructor.

MT-MN 327 Women in Ministry (2)
The course will help students define the aspects of 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.

MT-MN 336 Children’s Ministry II (3)
This course will challenge the student to effectively apply teaching methodology, biblical exegesis, and critical thinking skills in reference to the Christian education of children. Students will evaluate different forms of curriculum and assess the educational structure in which these curricula are used. Prerequisite: MT-MN 236.

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 the student is challenged to engage in both the rationale and practice of this vital area of ministry.

MT-MN 350 Small Group Leadership (2)
The small group is examined as a basic unit for spiritual formation and training.

MT-MN 351 Church Planting (2)
The principles of planting a church are examined and students are given the opportunity to gain practical experience.

MT-MN 352 Perspectives on the World Christian Movement (3)
An introduction to the history, persons, and methods of Christian missions in a global context.

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.

MT-MN 390 Multi-Media in Worship (3)
The goal is to introduce the student to different ways of incorporating technology and multi-media in worship. By using hands-on experience, the student will engage in programs, interviews, and software that will make this part of worship smooth 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.
MINISTRY AND THEOLOGY (PHILOSOPHY/HISTORY)

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.

MT-PH 261 [G] Introduction to Philosophy (3)
A survey of the fundamental problems of philosophy and their classification. Attention is given to modern philosophers and their systems of thought. Emphasis will also be on Christian philosophy and ethics. Prerequisite: sophomore standing.

MT-PH 265 [G] World Religions (4)
A course 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.

MT-PH 331 [G] History of Christianity (3)
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.

MT-PH 364 [G] Contemporary Culture & Worldview (3)
This course is designed to help the student identify the diverse cultures and worldviews in today's society, develop an ability to assess the local cultures and acquire an ability to respond to different cultures from a theistic perspective.

MINISTRY AND THEOLOGY (THEOLOGY)

MT-TH 250 Introduction to Spiritual Formation (3, 4)
A study of the aspects of personal evangelism stressing the need to be witnessing now. Several methods will be explored and the student will be required to be totally familiar with and able to use at least one method. Furthermore, the course will help the student to develop a personal lifestyle of spiritual formation including the use of spiritual disciplines and to discover how to help implement spiritual formation in discipling a new believer.

MT-TH 360 Introduction to Theology (3)
The study of basic concepts in Christian doctrine. 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.

MT-TH 361 Critical Issues in Contemporary Theology (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. Prerequisite: Introduction to Theology.

MT-TH 362 Theology of Missional Leadership (3)
This basic course in ecclesiology wrestles with the question of what the church should be today. With a dazzling array of styles, traditions and philosophies, the local church market produces certain confusion to the would-be discerning Christian leader. Along with helping students to grapple with the biblical concept of church, this course will address how they, as leaders, will guide the local church into a more or less faithful representation of God's intention for the institution we call "church." Prerequisite: MT-TH 360.

MT-TH 410 Practical Theology of Worship Arts (3)
Designed as a comprehensive exploration of worship arts within the context of practical ministry, this course will focus on exploring 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 discussed.

MT-TH 462 Wesleyan Theology: Holiness & Formation (3)
Wesley's theology is examined from a historical, practical and comparative perspective; providing the student with a good understanding of the major theological and philosophical differences between the main tenets of Calvinism and Armenianism. Prerequisite: MT-TH 360 & 361.

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.

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.

MT-SM 391 Junior Seminar (1)
The Junior Seminar exists to help the student prepare for their entry into the ministry job market by helping to prepare resumes and learning how to interview.

MT-SM 491 Senior Seminar (1)
This seminar is required for all Bachelor of Science in Ministry majors. It is a senior "capstone" course. The course content includes: 1) creativity, critical thinking and decision-making; 2) life planning; and 3) summaries of ministry concentration.

MUSIC (APPLIED)

MU-AP 101 [G] Applied Lessons-Voice (1) [For non-music majors]

MU-AP 201 [G] Applied Lessons-Voice (1-2) [For Music and Worship Arts Majors – first four semesters taking the course]

This course offers beginning to advanced instruction in working with the voice. Included is a study of the voice, tone quality, diction, and range through songs consisting of English, German, Italian, and French texts. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 102 [G] Applied Lessons-Piano (1) [For non-music majors]

MU-AP 202 [G] Applied Lessons-Piano (1-2) [For Music and Worship Arts majors – first four semesters taking the course]

MU-AP 402 [G] Applied Lessons-Piano (1-2) [For Music and Worship Arts majors – 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
MU-AP 103 [G] Applied Lessons-Guitar (1) [For non-music majors]
MU-AP 203 [G] Applied Lessons-Guitar (1-2) [For Music and Worship Arts Majors – first four semesters taking the course]
MU-AP 403 [G] Applied Lessons-Guitar (1-2) [For Music and Worship Arts majors – fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the guitar. Included is a study of chords, note reading and tablature, scales, and songs ranging from classical and jazz to contemporary. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 104 [G] Applied Lessons-Percussion (1) [For non-music majors]
MU-AP 204 [G] Applied Lessons-Percussion (1-2) [For Music and Worship Arts Majors – first four semesters taking the course]
MU-AP 404 [G] Applied Lessons-Percussion (1-2) [For Music and Worship Arts majors – fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with the trap set. Included is a study of hand and foot coordination to implement a variety of stylistic drumming patterns. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 105 [G] Applied Lessons-Bass Guitar (1) [For non-music majors]
MU-AP 205 [G] Applied Lessons-Bass Guitar (1-2) [For Music and Worship Arts Majors – first four semesters taking the course]
This course offers beginning to advanced instruction in working with the bass guitar. Included is a study of melodic scale patterns and concepts, arpeggio shapes, chord phrasing, and rhythmic patterns to accompany traditional and contemporary musical styles. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 106 [G] Applied Lessons-Strings (1) [For non-music majors]
MU-AP 206 [G] Applied Lessons-Strings (1-2) [For Music and Worship Arts Majors – first four semesters taking the course]
MU-AP 406 [G] Applied Lessons-Strings (1-2) [For Music and Worship Arts majors – fifth and proceeding semesters]
This course offers beginning to advanced instruction in working with stringed instruments. Included is a study of technique through exercises and repertoire. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 107 [G] Applied Lessons-Instrument (1) [For non-music majors]
MU-AP 207 [G] Applied Lessons-Instrument (1-2) [For Music and Worship Arts Majors – first four semesters taking the course]
This course offers beginning to advanced instruction in working with a particular instrument. Included is a study of reading, technique, repertoire, and performance. Successful awarding of credit is dependent upon the satisfactory completion of the required lessons, fulfillment of practice requirements, and artistic development relative to the level of ability and prior enrollment. These courses can be repeated for both the fall and spring semesters.

MU-AP 209 Piano Proficiency I (1)
The first in a series of proficiency courses designed to develop the ability to maneuver on the piano. Included is the study of scales, arpeggios, cadences, reading music, improvising, and transposition.

MU-AP 210 Piano Proficiency II (1)
The second in a series of 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

MU-AP 309 Piano Proficiency III (1)
The third in a series of proficiency assessments designed to equip and test the student’s ability on the piano in relation to technique, sight reading, harmonization, transposition, and improvisation. For piano performance majors. Covered material includes advanced chord progressions, seventh chords, and use of the supertonic, submediant, and mediant chords. Prerequisite: Piano Proficiency II

MU-AP 310 Piano Proficiency IV (1)
The final in a series of proficiency assessments designed to equip and test the student’s ability on the piano in relation to technique, sight reading, harmonization, transposition, and improvisation. For piano performance majors. Covered material includes modal scales, counterpoint, and reading open SATB scores. Prerequisite: Piano Proficiency III

MUSIC (ENSEMBLE)
MU-EN 143 [G] Concert Choir (1) [Non-Majors]
MU-EN 243 [G] Concert Choir (1) [Major/Minor: First four semesters]
MU-EN 443 [G] Concert Choir (1) [Major/Minor: Remaining semesters]
This course provides instruction through performance consisting of a variety of vocal and instrumental music with a focus on choral literature and performance in a group setting. Repertoire includes sacred and secular choral works to provide a foundation for developing musicianship. This course is open to all instrumentalists who played in high school jazz band, or are at the intermediate level of proficiency on an instrument. This course offers instruction in all forms of jazz music, with a focus on improvisatory solo work. By audition only.

MU-EN 149 [G] Piano Ensemble (1) [Non-Majors]
MU-EN 249 [G] Piano Ensemble (1) [Major/Minor: First four semesters]
MU-EN 449 [G] Piano Ensemble (1) [Major/Minor: Remaining semesters]
This course is a multiple piano approach to performance consisting of piano duets and trios, offering instruction through reading, technique, and performance in a group setting. Repertoire includes selections from the classical through the contemporary periods.

MU-EN 153 [G] Guitar Ensemble (1) [Non-Majors]
MU-EN 253 [G] Guitar Ensemble (1) [Major/Minor: First four semesters]
MU-EN 453 [G] Guitar Ensemble (1) [Major/Minor: Remaining semesters]
This course is a multiple guitar approach to performance consisting of guitar duets on up, offering instruction through reading, technique, and performance in a group setting. Repertoire includes selections from the classical through the contemporary periods.

MU-EN 177 [G] Lab Band (1) [Non-Majors]
MU-EN 277 [G] Lab Band (1) [Major/Minor: First four semesters]
MU-EN 477 [G] Lab Band (1) [Major/Minor: Remaining semesters]
This course provides instruction through performance of praise and worship songs, cover songs, and original compositions in a contemporary band setting. By audition only.

MU-EN 178 [G] Songwriter’s Performance Lab (1) [Non-Majors]
MU-EN 278 [G] Songwriter’s Performance Lab (1) [Major/Minor: First four semesters]
MU-EN 478 [G] Songwriter’s Performance Lab (1) [Major/Minor: Remaining semesters]

This course provides instruction through developing creative disciplines to compose and perform songs. The course focuses on writing in a variety of musical styles through individual writing, co-writing, and cover songs. Live performance will be executed by the student.

MU-EN 182 [G] Music Ministry Team (1) [Non-Majors]
MU-EN 282 [G] Music Ministry Team (1) [Major/Minor: First four semesters]
MU-EN 482 [G] Music Ministry Team (1) [Major/Minor: Remaining semesters]

The ministry team program is one of the most outstanding opportunities available during the college years. A ministry team provides students and opportunity to develop their ministry abilities, performance skills, musical skills, dramatic skills, and public presence. Each team performs usually two times a month and requires a one year commitment.

MUSIC (PERFORMANCE)

MU-MP 321 Junior Recital/Project (1)

This course provides instruction through integrating concepts of lower level courses into a project or recital. Study includes compiling music for a recital program or designing a project and marketing the recital or project presentation. Prerequisite: Permission of the instructor. Music Majors: approval of junior status by submission of the “Junior Music Major Entry Application.”

MU-MP 365 [G] 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/Project (1)

This course provides instruction through integrating concepts of lower level courses and the junior recital or project 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: MU-MP 321 and Permission of the instructor.

MUSIC (MUSIC STUDIES)

MU-MS 100 [G] Fundamentals of Music (2)

This course is designed to introduce the student to the fundamental elements of music. The student will explore basic music literacy through familiarization of notation, melody, harmony, rhythm. The student will be challenged to master basic musical terminology, recognition of key signatures, scales, as well as other topics introduced by the instructor.

MU-MS 101 [G] Music Theory I (3)

This course 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.

MU-MS 102 Ear Training I (1)

This course is first in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony.

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

MU-MS 104 Ear Training 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

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

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 106 Survey of Music (3)

This course will introduce the student to the historical and cultural influence of music. Specific attention will be given to the cultural impact music has placed on society and culture has impacted the development of music.

MU-MS 179 [G] Introduction to Music Technology (2)

This course provides instruction of basic studio recording concepts. Study includes using microphones, mixing consoles, effects processors, and mid 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

MU-MS 202 Ear Training III (1)

This course is third in a series of four, juxtaposed with the respective music theory course, and provides instruction to develop the ear. This course will provide opportunities to hear, identify, dictate, and notate fundamental concepts of pitch, rhythm, and harmony. Prerequisite: MU-MS 103 and MU-MS 104

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

MU-MS 204 Ear Training 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

MU-MS 211 Survey of Contemporary Christian Music (2)

This introductory course covers the highlights of the Contemporary Christian Music movement, including its roots, trends, and major artists.

MU-MS 227 Vocal Diction (2)

This course provides instruction of basic fundamental concepts including the International phonetic alphabet, volume, inflection, and resonance with the voice. Study will include pronouncing lyrics in English, French, Spanish, and Italian songs.

MU-MS 305A Music Business: Performance & Management (4)

MU-MS 305B Music Business: Studio Administration (4)

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 306 [G] Popular Music in America (3)

This course evaluates historical and modern trends in popular music. Concepts include
worldviews associated with music, fashion, lyrics, philosophies, and music theory elements of rhythm, melody, and harmony within the different styles of music.

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 325 Counterpoint/Orchestration (3)
This course integrates fundamental music theory concepts with 18th century counterpoint and orchestration techniques. Study includes the development and understanding of contrapuntal elements in the Baroque era and scoring techniques for vocal and instrumental ensembles. Prerequisite: MU-MS 203 and MU-MS 327

MU-MS 327 Vocal Literature & Pedagogy (3)
This course integrates fundamental music theory with vocal literature and with teaching techniques to the beginning through advanced vocal student. Study includes vocal scores and the history of vocal music. Instruction includes fundamental principles of vocal pedagogy through historical and contemporary teaching techniques, and analyzing vocal methods.

MU-MS 329 [G] Piano Literature & Pedagogy (3)
This course integrates fundamental music theory with piano literature and with teaching techniques to the beginning through advanced piano student. Study includes piano scores and the history of the piano. Instruction includes fundamental principles of piano pedagogy through historical and contemporary teaching techniques, and analyzing piano methods.

MU-MS 350 Applied Humanities-Music (2)
This independent study is designed to provide the student with “real-world” experience. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

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 [G] 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 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 380 Music Publishing (2)
This course integrates basic business concepts with studio production and basic music theory to survey the music publishing industry. Study includes developing a publishing company and publishing a song or piece of music. Prerequisite: MU-MS 179 and MU-MS 101

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 (2)
This course integrates the Christian worldview with music to explore the role of the Christian musician within the culture. Study includes developing a philosophy of worship, analyzing music performances, exploring post-baccalaureate opportunities, and exploring creativity. This is the capstone course of all music majors.

MU-MS 479 Advanced Studio Production Techniques (2)
This course integrates basic recording concepts with Logic computer recording software. Study includes recording and producing complex projects in Logic including a full recording project. Prerequisite: MU-MS 379

MU-MS 495 Music Internship (2-4)
This independent study is designed to prepare the student with job training within the music industry, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MU-MS 498 Thesis [Music] (2-4)
The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

NATURAL SCIENCE (APPLIED DEPARTMENTAL STUDIES)
NS-AP 395 Practicum [Natural Science]
This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a
faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

**NS-AP 493 Research Project [Natural Science]**
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 member.

**NS-AP 495 Internship [Natural Science]**
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]**
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 [G] Environmental Science w/Lab (4)**
A course designed to introduce the student to the interrelationships between organisms and their environment with emphasis on how man affects these interactions. Environmental issues such as pollution, resource use, loss of biodiversity, etc. are discussed in light of economic, political, and cultural influences. This is a general education science course for non-majors; however it is useful for majors in environmental biology. Three hours lecture, two hours lab per week (Offered alternate years).

**NS-BI 101 [G] 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 [G] 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 [G] Vertebrate Zoology w/Lab (4)**
A study of the morphology, physiology, and behavior of the vertebrate animals stressing comparative anatomy and evolutionary an 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 instructor permission. (Offered alternate years).

**NS-BI 203 [G] Plant Biology w/Lab (4)**
An introductory lab science course which includes a study 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 [G] Human Anatomy & Physiology I w/Lab (3)**
The first in a series of two courses designed to study the gross and micro structure and function of the major systems of the human body. This course will focus primarily on support and movement systems, communication, control and integrative systems. This course is designed for students who need an introduction to anatomy and physiology. This includes those pursuing pre-medicine, pre-nursing, pre-physical therapy, pre-medical technology, sports science majors and others who have an interest in the material. Prerequisites: Minimum of C in NS-BI 101 [G] or instructor permission. Recommended: NS-CH 102 [G] or NS-CH 111 [G].

**NS-BI 205 [G] Human Anatomy & Physiology II w/Lab (3)**
The second in a series of two courses designed to study the gross and micro structure and function of the major systems of the human body. This course will focus primarily on endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course is designed for students who need an introduction to anatomy and physiology. This includes those pursuing pre-medicine, pre-nursing, pre-physical therapy, pre-medical technology, physical education majors and others who have an interest in the material. Prerequisites: Minimum of C in NS-BI 204 [G].

**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 [G] Basic Nutrition w/Lab (4)**
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. (Offered alternate years during interim.)

**NS-BI 304 [G] 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. Ethics of staining, culturing, and isolating microorganisms are covered. Prerequisite: NS-BI 101, NS-CH 102 [G] or NS-CH 111 [G] (Offered alternate years).

**NS-BI 305 [G] 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, general education, science class. Prerequisites: NS-BI 101 or permission of instructor. (Offered alternate years).

**NS-BI 306 [G] 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 [G] (or higher) or instructor permission. (Offered every four years during interim).

**NS-BI 307 [G] 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 [G] (or higher) and permission of instructor (Offered every four years during interim).

**NS-BI 308 [G] 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 [G] and NS-BI 202 [G] (or higher) and permission of instructor (Offered on demand only).
NS-BI 310 [G] 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 [G] (or higher) and NS-CH 111 [G] or permission of instructor. (Offered alternate years).

NS-BI 364 [G] (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
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 [G] 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. There are no science or mathematics prerequisites.

NS-CH 111 [G] 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 [G] or instructor’s approval.

NS-CH 112 [G] 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 [G] or instructor’s approval.

NS-CH 212 [G] 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 [G] and NS-CH 112 [G]. (Offered Alternate years)

NS-CH 307 [G] Biochemistry w/Lab (4)
This course is designed as an introduction to the chemical processes 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 312 [G] 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 212 [G] (Offered alternate years)

NS-CH 345 Nutritional Biochemistry w/Lab (4)
Designed as a survey of metabolic and nutritional functions in relation to biosynthesis and organic functioning. The course will introduce the student to the chemical interactions associated with nutritive values and functioning.

NS-CH 360 Analytical Chemistry w/Lab (4)
The student will be introduced to complex methods of inorganic quantitative analysis. Topics will include methods of gravimetric and volumetric analysis utilizing instrumental methods.

NS-CH 385 Advanced Inorganic Chemistry w/Lab (4)
The student will further develop mastery of the periodic properties of the elements and their associated compounds, as well as develop familiarity with their interactions and reactions.

NS-CH 391 Readings in Chemistry
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 [G] General Physical Chemistry w/Lab (5)
This course is designed to familiarize the student with the physics of chemical reactions. Topics will range from chemical thermodynamics; kinetic theory of gases; properties of solutions, quantum mechanics, spectroscopy, biophysical spectroscopy, intermolecular forces, macromolecules, and statistical thermodynamics. Lab is required.

NATURAL SCIENCE (MATHEMATICS)
NS-MA 103[G] Intermediate Algebra (3)
This course satisfies the prerequisite for College Algebra. It will also help prepare the student for Introductioan to Mathematics. 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. There is a $20 Math Course Fee associated with this course.

NS-MA 104 [G] 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 [G] 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 [G] 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 [G] 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 [G] or permission of instructor.

NS-MA 211 [G] 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 [G].

187
NS-MA 212 Multivariable Mathematics (3).
Topics include infinite series, three-dimensional geometry, and functions of n-variables.
Prerequisite: NS-MA 211 [G] with a grade of C or better.

NS-MA 310 Research Methods/Applied Statistics (3)
Designed to introduce students to the use of statistical models and formulas used in research methodology and design. Statistical methods are used to analyze data and test results against hypothesis and algebraic models. The student will be introduced to technological tools designed to aid in the translation and presentation of mathematical concepts and outcomes. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: NS-MA 209 or permission of the instructor.

NS-MA 311 Calculus III (4)
This is the third of three courses in the basic calculus sequence. This course includes the study of vector functions, functions of two or more variables, partial derivatives, quadratic surfaces, multiple integration, and vector calculus including Green’s Theorem, Curl and Divergence, surface integrals, and Stoke’s Theorem. Prerequisite: Minimum of C in NS-MA 211

NS-MA 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
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in mathematics (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NS-MA 411 Differential Equations (4)
Includes the study of ordinary differential equations and linear algebra. The theory of linear systems is explored, as well as theorems associated with existence and uniqueness. Students will also receive an introduction to partial differential equations. Prerequisite: Minimum of C in NS-MA 211. Recommended: NS-MA 311.

NS-MA 412 Advanced Calculus (4)
The course is designed to review the algebraic and topological structure of the real number system. Specific focus will be given to the mastery of one-variable calculus including continuous, differentiable, and Riemann integrable functions and the Fundamental Theorem of Calculus. Other topics will include uniform convergence of a sequence of functions, contributions of Newton, Leibnitz, 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 has a much broader mathematical application. This course covers applications in discrete mathematics through the study of logic and proofs, set operations, Venn diagrams, trees, Cartesian products and counting relations, functions and relations, concepts of algorithms, combinatorics, discrete probability, and graphs. Prerequisite: Permission of the instructor.

NS-MA 415 Modern Geometry (3-4)
This is a one-semester course which includes a study of both Euclidean geometric topics (angle measurement, congruence between triangles, similarities between triangles, parallel postulates) as well as non-Euclidean geometry. Other topics include projective geometry, convex figures and other foundations of geometry. Prerequisite: Permission of the instructor.

Natural Science (Physics)

NS-PH 205 [G] 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 thermodynamics, electricity, and optics. Prerequisite: NS-PH 205 [G]. Lab is required.

NS-PH 215 [G] 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 fluids. Prerequisite: NS-MA 111 [G] or permission of the instructor. Lab is required.

NS-PH 216 [G] 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 [G]. Lab is required.

NS-PH 391 Readings in Physics
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in physics (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

Natural Science (Physical Sciences)

NS-PS 104 [G] Earth Science w/Lab (4)
An introductory study of the concepts and principles of earth science, including geology, oceanography, meteorology, astronomy, and the universe and its origin. This course is required for secondary science education majors and also recommended as a general education science course.

NS-PS 105 Introduction to Astronomy w/Lab (4)
NS-PS 106 Introduction to Astronomy (2)
Through this course, the student will have the chance to discover the amazing science of astronomy and space exploration. Designed as a non-major, general introductory course, students...
will take a hands-on approach to topics such as Kepler’s law, Newton’s law, astronomical bodies, cosmology, rocketry, astrophysics, and astronomy. If the course includes KAOS at the Cosmosphere, there is a $500.00 fee for the course.

NS-PS 305 Meteorology (4)
Designed as an introductory course in the field of meteorology, this course will expose the student to the basic concepts of weather and weather analysis. Topics include atmospheric structure, weather systems, forecasting, severe weather patterns, precipitation, as well as other general topics. Prerequisite: Permission of the instructor.

NS-PS 391 Readings in Physical Science
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in the physical sciences (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

NATURAL SCIENCE (SEMINAR)
NS-SM 291 Natural Science Seminar (1)
Critical thinking and the use of reasoning are vital to the person who wishes to know the truth and apply it to daily living. To be fully engaged in the process of living and interacting with other people requires the ability to reason logically and think critically. Students undertake both individual and group learning experiences to sharpen and focus their reasoning and thinking skills applied to: a) generally- Christian perspective; and b) specifically- science inquiry and reasoning.

NS-SM 491 Senior Seminar [Natural Science] (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 (ACTIVITY)
SP-AC 116 [G] Fitness Walking I (1)
SP-AC 128 [G] Basketball/Bowling I (1)
SP-AC 129 [G] Yoga (1)
SP-AC 130 [G] Basketball/Bowling I (1)
SP-AC 131 [G] Racquetball/Weight Training I (1)
SP-AC 132 [G] Badminton/Racquetball I (1)
SP-AC 133 [G] Badminton/Tennis I (1)
SP-AC 134 [G] 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 [G] Jogging for Fitness I (1)
SP-AC 144 [G] Fitness Walking/Softball I (1)
SP-AC 145 Aquatics (1)
SP-AC 146 Folk, Square, & Social Dance I (1)
SP-AC 147 Tumbling I (1)
SP-AC 201 [G] Cross Training (1)
This course is designed to introduce students to 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 (1)
Corequisite: HU-TH 204.
SP-AC 316 Fitness Walking II (1)
SP-AC 328 [G] Basketball/Bowling II (1)
SP-AC 329 Yoga II (1)
SP-AC 330 Basketball/Bowling II (1)
SP-AC 331 Racquetball/Weight Training II (1)
SP-AC 332 [G] Badminton/Racquetball II (1)
SP-AC 333 Badminton/Tennis II (1)
SP-AC 334 [G] 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 [G] Weight Training I.

SP-AC 339 Jogging For Fitness II (1)
SP-AC 344 Fitness Walking/Softball II (1)
SP-AC 345 Aquatics (1)
SP-AC 346 Folk, Square, & Social Dance II (1)

SPORT SCIENCE & HEALTH (GENERAL)
SP-SH 100 [G] Fitness and Wellness (2)
The purpose of this course is to provide an understanding of the relationship of physical activity and fitness health to encourage students to select an appropriate personal lifestyle necessary to producing life-long health and well-being.
SP-SH 101 [G] Wellness for Life (3)
This course introduces the student to basic life wellness concepts and practices. Through the course the student will gain applicable tools for self-assessment related to physical well-being and be equipped with the tools necessary to create healthy life patterns.

SP-SH 201 First Aid (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.

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.

SP-SH 204 Theory of Coaching (2)
A course for students who may be interested in coaching. Students will learn how to organize, plan, and run an athletic program. Attention will be given to conditioning, practices, game preparation, etc. In addition, the course will be individualized for each sport the student may wish to coach.

SP-SH 205 Athletic Training (2)
This course addresses the responsibilities of an athletic trainer in program development, as well as in injury prevention and management.

SP-SH 206 Introduction to Coaching (3)
This course surveys the role of the coach as individual and team manager. Coaching principles and practices are investigated through real-world cases designed to challenge the individual in assessing individual preparedness for the coaching role.

SP-SH 208 Introduction to Team Sports (2)
The study, practice, and organization of sports such as soccer, volleyball, basketball, baseball, softball, etc.

SP-SH 210 Personal & Community Health (2)
This course teaches healthy and intelligent living and the application of the fundamental principles of health. Various topics covered include fitness, nutrition, concepts of aging, infectious diseases, drug and tobacco use and consumer health.

SP-SH 250 Intramural & Recreational Sports Administration (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 [G] General Biology w/ Lab.

SP-SH 309 Outdoor Recreation Education (3)
A foundational course detailing numerous outdoor activities, their effects and benefits for our society.

SP-SH 310 Kinesiology (3)

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 (4)
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.

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

SP-SH 425 Administration & Organization of Physical Education, 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-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 sports 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 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 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
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]
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] (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 235 Introduction to 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. (Offered alternate years, evenings)

SS-CJ 240 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. (Offered alternate years, FA, evenings)

SS-CJ 241 Introduction to Law & Legal Studies (3-4)
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. This course is offered Interterm, and there is normally an additional fee. (Prerequisites: approval from the instructor and be in good standing with the college) (Offered alternate years)

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. Alternate years, evenings.

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. (Offered alternate years, evenings.)

SS-CJ 342 Corrections (4)
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. This course is offered Interterm, and there is normally an additional fee. Prerequisites: approval from the instructor and be in good standing with the college.

SOCIAL SCIENCES (GEOGRAPHY)

SS-GE 113 [G] World Geography (3)
A general study to acquaint the student with the world's major physical features, geographic regions, and people groups, and their effects upon the American culture. (Offered alternate years).

SOCIAL SCIENCES (HISTORY)

SS-HI 103 [G] History of World Civilization I (3)
The first in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. Courses may be taken independently of each other. (Offered alternate years).

SS-HI 104 [G] 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 alternate years).

SS-HI 105 [G] 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 alternate years).

SS-HI 106 [G] 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 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 alternate years)

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 alternate years)

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 331 [G] History of Christianity (3)
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.

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 333 Kansas History (2)
A survey of Kansas history from prehistoric to modern times. Focus is on social, economic, military and political history. (Offered alternate years).

SS-HI 334 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 alternate years)

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 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 Junior/Senior Seminar [History]
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.).

SOCIAL SCIENCES (POLITICAL SCIENCE)

SS-PY 110 [G] General Psychology (3)
A general introduction to psychology with special emphasis upon psychology as a basic science dealing with human behavior. The student is introduced to sensation, perception, learning, personality disorders, psychotherapy, and social psychology. Designed for both majors and non-majors.

SS-PY 201 Human Growth & Development (3)
A study of the physical, mental, social, and personality growth and development for the full life span of the human being. Prerequisite: SS-PY 110 [G] General Psychology. (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 [G] College Algebra or equivalent.

SS-PY 211 Leadership Development (2)
The 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.

SS-PY 305 Human Sexuality (2)
This course is designed as an exploration into the biological, psychological, theological, social, moral, and cultural issues associated with 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 you develop a holistic appreciation of sexuality and the construction of a sexual ethic that advocates moral responsibility for personal and public sexual health.

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.

SS-PY 309 Adolescent Psychology (2-3)
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.).

SS-PY 310 Research Methods/Applied Statistics (3)
Designed to introduce students to the use of statistical models and formulas used in research methodology and design. This research process will be investigated by actively involving the student in developing research questions, hypotheses development, evaluating ethical issues, collecting and analyzing data, and reporting research results. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: NS-MA 209

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.

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 [G] General Psychology. (Offered 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. Prerequisite:

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 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

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.

**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 [G] General Psychology and sophomore standing or above.

**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.

**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.

**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.

**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 [G] 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 [G] 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 [G] 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 [G] 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 the opportunity to gain supervised on-the-job training. The student will develop an individual research plan under the supervision of a faculty advisor. The student is required to choose a topic and begin research and organization under the supervision of a faculty member.

**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 course content includes a 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 in a comprehensive research paper. Prerequisite: SS-PY 493.

**SOCIAL SCIENCES (SOCIOLGY)**

**SS-SO 202 [G] Principles of Sociology (3)**
An introductory course dealing with social theory, processes, institutions, and problems, it emphasizes the impact society has on the individual. Designed for those desiring to major in the field as well as for others who want an understanding of the structure and functions of society.

**SS-SO 265 [G] World Religions (3)**
This course provides an introduction to the major religions that exist in the world today, focusing on an exploration of their origins, development, and adaptation within the context of contemporary culture. Religions might include Hinduism, Jainism, Buddhism, Confucianism, Daoism, Confucianism, Shinto, Judaism, Christianity, Islam, Mormonism, Jehovah Witnesses, Scientology, etc. (Offered alternate years)

**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 [G]—Principles of Sociology. (Offered alternate years)

**SS-SO 320 Cross Cultural Communications (2-4)**
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 immersion; 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. When offered at interterm, an immersion experience in a differing culture will be used as a “laboratory” to explore how culture impacts interaction.

**SS-SO 328 [G] Field Anthropology (4)**
Designed for interterm, 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.

**SS-SO 381 [G] Marriage and Family (3-4)**
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
BUSINESS
EX-BS 301 Introduction to Health Information Management (3)
This course provides an introduction to the health information management field with an emphasis on the study of record keeping practices in various healthcare settings. Topics include the structure of healthcare organizations, the management of patient medical records, release of patient information, forms control and design, indexes, registers, regulatory accrediting agencies, and recent healthcare reform agendas. Additionally, legal and ethical issues applicable to health information will be discussed.

EX-BS 329 Financial Management for the Medical Practice (3)
In this course, students are presented with the methods and approaches for managing the private medical practice from a financial perspective. Topics include financial analysis, maximizing revenue, expense management, internal control, financial reports, benchmarking and operational planning.

EX-BS 330 Healthcare Reimbursement (3)
This course provides an overview of the various US healthcare payment systems and how they function. Topics include the foundations of insurance, emergence of HMOs and managed care, private and public reimbursement, risk management, and the role of billing and coding in reimbursement. Additionally, students will learn how various healthcare facilities such as hospitals, clinics, and outpatient centers are reimbursed for their services.

EX-BS 353 Management & Administration (3)
This class will focus on providing basic skills related to management and administration of church and para-church organizations. Skills such as preparing budgets, simple accounting, personnel management, time management, letter writing, insurance, chairing meetings, legal matters, and others will be included.

EX-BS 356 Organizational Behavior & Leadership (3)
This course examines the psychological and sociological variables associated with the behavior of individuals in a group or organizational setting. Students will be challenged to recognize personal styles of interaction and the effects of those styles in organizational settings.

EX-BS 426 Financial Management in Healthcare (3)
This course provides students with an introduction to finance in the healthcare setting and exposes students to the financial management techniques used by healthcare professionals. Topics include billing and coding/reimbursement, the legal and regulatory environment, revenue determinants, managed care finance, financial statement analysis, financial accounting, costing and financial decision-making.

BIBLE
EX-BI 301 Old Testament Literature (3)
This course is designed to provide the student with a detailed look at the literature of the Old Testament. This will include the study of the Torah, the historical books, the writings of the prophets, and the collection known as Wisdom Literature.

EX-BI 302 New Testament Literature (3)
This course is characterized by a close examination of the various genre of literature found in the New Testament: Gospels, History, Epistles, and Apocalyptic. The class will also include discussion of the development of the Canon, authorship, and dating issues that are a part of the current debate surrounding the New Testament.

EX-BI 303 Inductive Methodology - Gospel of Mark (3)
While studying the New Testament Gospel of Mark the student will learn the inductive method as an important discipline and tool for ministry. This class will focus on the three stages of the inductive model: observation, interpretation, and application. The student will also be challenged to apply this method to the task of ministry.

EX-BI 358 Biblical Theology I (3)
This course will focus on the foundational methods and the biblical core of all Christian theology. Students will engage the earliest formulations and doctrinal statements as they engage the development of theological concepts.

EX-BI 400 Biblical Theology II (3)
This course will focus on the essential doctrines of the faith. From a systematic and biblical approach, stress will be placed on such normative doctrines as God, Christ, the Holy Spirit, the Trinity, the Church, Salvation and Eschatology.

EX-BI 407 A Biblical Panorama (3)
This is a general overview of the Bible in its many components. This course is designed to provide the student with a solid foundation for understanding the Bible in its literary, historical, cultural, and canonical elements.

CRIMINAL JUSTICE
EX-CJ 300 Online Criminal Justice (3)
This introductory course functions as the starting point for students embarking on criminal justice studies through the internet medium.

EX-CJ 310 Criminal Justice (3)
This course focuses on the formal crime control process in the United States. Students will examine the agencies and processes involved in administering justice: the police, the prosecutor, the courts, and correctional systems.

EX-CJ 312 Corrections (3)
Outlines the history, current practices, and future directions of corrections in a systematic process showing the evolving changes within the institutional and community based corrections. Topics include the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer.

EX-CJ 314 Law Enforcement (3)
The development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change.

EX-CJ 316 Forensic Science (3)
Overview of general principles of forensic science, techniques, equipment, and methodologies as used in crime laboratories. Focus on fingerprint and firearm identification, trace evidence (hair, fiber, paint, glass), blood, DNA evidence, forensic documentation examination, crime scene kits, and forensic microscopy.

EX-CJ 320 Ethics in Criminal Justice (3)
Identifies and explores ethics and values in the criminal justice system, paying special attention to issues of social inequality. Discusses remedial strategies and behavior relating to unethical behavior from an individual and group perspective.

EX-CJ 330 Statistics in Criminal Justice (3)
Descriptive and inferential statistics covering univariate, bivariate, and multivariate statistical techniques. Focus on probability theory, significance testing, inferential
through his or her academic journey through knowledge, skills, and abilities obtained.

EX-CJ 340 Police Administration (3)
An organizational management and systems approach to the study of police administration. Emphasizes the administration of various police function, organizational structures, resources management, operational techniques, professional ethics, and leadership principles and their implications for generalized and specialized units.

EX-CJ 440 Criminal Procedure I (3)
Constitutional aspects of criminal procedures, including investigations, arrests, search and seizures, pre-trial processes, trial rights, sentencing, and appeals. Part I focuses primarily on the rights protected by the Fourth Amendment.

EX-CJ 442 Criminal Procedure II (3)
This course builds on the subject matter covered in Criminal Procedures I. Part II focuses primarily on the rights protected by the Sixth Amendment.

EX-CJ 450 Criminological Theory (3)
This course focuses on the major theoretical explanations for crime and delinquency.

EX-CJ 452 Victimology (3)
Theories and history shaping the bio-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.

EX-CJ 470 Juvenile Justice (3)
Theoretical foundations of delinquency causation. Historical tracing of the American juvenile justice system including the juvenile court and its jurisdiction. Police interaction with juveniles; treatment and correctional strategies for young offenders. Examination of prevention and treatment approaches.

EX-CJ 482 Community Corrections (3)
This course focuses on probation, parole, and other intermediate sanctions and community treatment options. Each is examined from both punishment and treatment model perspectives.

EX-CJ 490 Crisis Management (3)
The course develops managerial skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public.

EX-CJ 495 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.

COMPUTER SCIENCE
EX-CP 305 Management Information Systems (MIS) (3)
In this introductory course, students will appreciate the active role of the manager in planning, designing and controlling information systems within an organization. This discipline focuses on an analysis of the business function and integrates information from accounting, finance, and operations. This course will examine the various types of software and information systems utilized by organizations to integrate these functions.

EX-CP 310 Health and Clinical Data Management (3)
In this course, students will use medical practice software and apply clinical knowledge to support data management functions in a healthcare organization such as coding for reimbursement, practice analysis, and assessing clinical outcomes.

EX-CP 312 Health Information Systems Design & Analysis (3)
This course provides students with a practical understanding of information systems within healthcare organizations. Topics include the design, development, implementation and evaluation of information systems, privacy and security, decision-making approaches, and web-based access to health information.

EX-CP 401 Database Analysis & Quality Improvement (3)
This course provides students with an introduction to database concepts. Topics include relational models, database design, queries and reports, integrity constraints, database security, object-oriented systems and data manipulation. Students will have opportunity to design, load, and update databases.

EX-CP 405 Privacy and Security of Healthcare Data (3)
In this course, students are exposed to the concepts of privacy, security, confidentiality, ethics, and regulations pertaining to the use of health information. Topics include legal and ethical environment of protecting healthcare data, HIPAA privacy standards, and health information disclosure.

EX-CP 491 Health Information Management Capstone Project (3)
Building upon the skills acquired in the current topics seminar, students will develop a project proposal in health information management which will include an analysis of the problem, a brief literature review on the problem and recommendations integrating knowledge, skills and abilities acquired in the program.

HEALTHCARE
EX-HC 300 Patient Communication & Service Excellence (3)
This course emphasizes respectful communication interactions in a wide range of healthcare settings. Strategies for effectively communicating with patients of all ages, as well as abusive, depressed, or impaired patients, are illustrated through examples and various scenarios. The course helps students focus on developing self-awareness and skills.

EX-HC 322 Recruitment and Selection in Healthcare (3)
This course presents the human resources management focus of recruitment and staffing selections in a healthcare setting. Students will be exposed to the methods and processes for this task and an appreciation for how to human resources management function plays an important strategic role for the organization.

EX-HC 325 Training and Development in Healthcare (3)
This course provides an introduction to training human resources in healthcare organizations. Training topics include adult learning theories, needs assessment, feedback models, evaluation, planning, and instructional design.

EX-HC 340 Healthcare Marketing 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.

EX-HC 341 Marketing the Private Medical Practice (3)
In this course, students will be exposed to the various marketing strategies employed by physicians in private practice, with an emphasis on internet and social media marketing. Topics include marketing for competitive advantage, direct marketing, web site design, and practice branding.

EX-HC 342 Principles of Business in Health
This survey course examines the principles of business operation as they apply in the healthcare setting. Topics include the business environment, starting and growing a business, management, human resource management, marketing, finance and international business.
EX-HC 361 Introduction to Medical Practice Management
This course provides an overview of all aspects of the medical practice. Topics include marketing, patient communication, customer service, specialty practices, financial management, and the roles of medical office personnel.

EX-HC 364 Ethical Issues in Healthcare (3)
This course raises student awareness about current ethical issues in healthcare. Students will be able to enhance their own moral and ethical reasoning by analyzing and responding to case studies in healthcare management, drawn from actual ethical concerns faced by healthcare clinicians, administrators and managers. Students will engage in decision-making activities in order to apply related principles of ethics to current events in healthcare.

EX-HC 378 Principles of Managed Care (3)
This course provides an introduction to the foundations of the managed healthcare system in the United States. Students will be exposed to the operational aspects of managed care and health insurance in the commercial sector. Different forms of managed healthcare will be presented.

EX-HC 410 US Healthcare Systems (3)
Topics covered will include history, orientation to the US Healthcare Delivery System including discussion about the organization of healthcare providers such as clinics, hospitals. Nursing homes, and related healthcare facilities. Additional topics include professional roles in healthcare, healthcare planning, regulation, quality, politics, and major healthcare reform issues challenging the industry today. Students will appreciate the complexity of relationships among cost, quality and access in healthcare.

EX-HC 412 Knowledge Management in Healthcare (3)
This course exposes students to the theories of knowledge management in corporations and organizations. Topics include knowledge repositories, communities of learning, role of librarians and information specialists, and applications of technical knowledge management.

EX-HC 415 Leadership & Change in Healthcare (3)
This course concentrates on the development of students’ abilities to exercise leadership at the management level in healthcare organizations. The focus is to help leaders understand how best to motivate and coordinate employees and the responsibilities of leaders in leading change within an organization. Students will explore leadership theory and practice as it applies to the healthcare sector.

EX-HC 417 Healthcare Administration (3)
This survey course introduces the healthcare administrator’s role in a healthcare system. Topics include organization, policies, ethics, finance, and structure and delivery of healthcare services. Students will be exposed to complex challenges and trends in the healthcare system today.

EX-HC 421 Statistics for Healthcare Managers (3)
This is an introductory course in statistics applied to the healthcare setting. Course outcomes include the ability of students to analyze statistical data, understand the role of statistical theory, and determine appropriate statistical methodologies.

EX-HC 492 Current Topics in Health Information Management (3)
This seminar allows students to engage in topical discussion about challenges facing the healthcare industry with regard to health information management. Students will work in collaborative groups to select a current challenge in health information management and will make a presentation that provides recommendations and solutions for the challenge.

EX-HC 495 Health Information Management (HIM) Internship (3)
The HIM internship component of the degree program provides an opportunity for students to synthesize what has been learned in the coursework taken in this degree program with the objective of transitioning from a student to a professional in the HIM field. Students are expected to implement the project proposals created in the capstone course in a professional setting. Requirements for the course include a 75-hour minimum professional practice experience and a project paper detailing the implementation of the project.

MANAGEMENT
EX-MG 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.

EX-MG 307 Critical Thinking & Problem Solving (3)
This course is designed to help students develop critical thinking and problem solving skills. Students will learn through a problem-based learning approach whereby they will work individually and in groups to solve everyday problems that present in the business and healthcare environments. Students will be exposed to carefully selected case scenarios and will learn to apply a systematic approach to problem appraisal, data collection, and problem resolution and will enhance their abilities to think rationally, creating sound arguments to support their beliefs.

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

EX-MG 320 Research Analysis Using Statistics (4)
Problem analysis and evaluation techniques are presented. Adult learners are shown methods for defining, researching, analyzing, and evaluating a problem in their work or vocational environments that they have selected for independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, and analyzing variance and constructing questionnaires.

EX-MG 323 Project Management (3)
This course provides an introduction to principles of managing projects and provides students with the opportunity to explore project management software and tools to manage projects effectively. Topics include project lifecycle management, planning, scheduling, budgeting, controlling, risk management, and crisis and change management.

EX-MG 328 Technical Writing (3)
In this course, students will write to develop the skills needed to write technical and scientific documents such as reports, documentation and instructions. Topics include methods of organization, writing style, empirical review, and adapting writing for various audiences.

EX-MG 330 Principles of Management & Supervision (3)
Adult learners examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with analysis of the effect on productivity.
EX-MG 341 Theories in Leadership (3)
In the five weeks of this module, several theories will be explored that attempt to explain what leadership is and how to apply it to key areas, such as influencing individual behavior, group or team performance, and change. Additionally, the module will examine sources of power, motivational theory, and conflict resolution strategies.

EX-MG 350 Social Problems & Their Impact on the Workplace (3)
This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the cause, consequences, and solutions to these problems.

EX-MG 351 Principles of Healthcare Management (3)
This course explores the types of managerial functions necessary for organizational operation. The course is built around the topics of planning, organizing, directing, controlling and decision-making. Specific application to healthcare settings will be explored.

EX-MG 360 Managerial Marketing (3)
Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences, will be explored and their marketing implications considered from a manager’s perspective.

EX-MG 366 Employee Benefits (3)
This course exposes students to the nature of the various types of employee benefits on the market. Emphasis is placed on the factors involved in making employment benefit decisions, such as distinctions between personal or small organizations and large employee groups, and knowing the funding options available for each.

EX-MG 368 Operations Management (3)
This course provides students with the principles of operations management in manufacturing and service industries. Through the use of case study analysis, students will learn the systematic planning process of how inputs get turning into goods and services. Students will be exposed to the following topics: process analysis, forecasting, materials planning and management, quality and productivity, purchasing, inventory, technology and project scheduling.

EX-MG 435 Systems Approach to Management (3)
Adult learners examine the formal and informal functions of organizations and analyze agencies or organizations based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to adult learners’ work-related independent study projects.

EX-MG 445 Human Resource Management (3)
Adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

EX-MG 450 Strategic Planning (3)
This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management.

EX-MG 491 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 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.

EX-MN 300 Learning Skills & Hermeneutics (3)
This class will serve as an introduction for the adult learner to help them get reacquainted with the disciplines needed to be successful as they return to college. These will include adult development, teamwork principles, receiving and giving critical analysis, “life-mapping,” small group communication, study methods, writing, critical thinking, and the important ministry skill of hermeneutics.

EX-MN 319 Spiritual Formation (3)
This course will explore the nature of spiritual formation. Different models concerning spiritual maturation will be investigated, with specific emphasis on the integration of ministry to children, youth, and adults.

MINISTRY

EX-MN 402 Apologetics & Worldview (3)
This course will study the history and importance of the discipline known as apologetics, the defense of the faith, while also considering how this is an ongoing concern for the church of today. The class will be looking at the classic philosophical and theological components that are utilized in support of the faith and serve as a basis for confronting pluralism. The student will also be challenged to consider his/her own worldview and the various elements that shape it.

EX-MN 411 Homiletics & Critique (3)
Through this course the student will be introduced to homiletical methodology and communication theory; including, how to structure various types of sermons (e.g. narrative, topical, exegetical, etc.), creative thinking, and presentational style. The student will be required to develop and present a series of completed sermon/oral presentations demonstrating proficiency in the use of the hermeneutical skills and tools. The goal is to craft messages that are both biblically sound and that communicate to the modern audience.

ORGANIZATIONAL SCIENCES

EX-OR 415 Group & Organizational Dynamics (3)
This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-
making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

EX-OR 425 Effective Personal & Organization Communication (3)
This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and resolving conflict.

EX-OR 435 Management Systems (3)
This course examines a number of management systems used in organizations in order to regulate operations. Topics include organization goals, system structures, and roles of administrators.

EX-OR 455 Personal Values & Organizational Ethics (3)
Through this course, the student will have the opportunity to investigate the interplay between personal values and professional ethics. Several major ethical theories are reviewed. Learners will be challenged to identify and articulate personal values. In addition, learners will investigate business ethics, focusing on the application of personal values to the workplace.

EX-OR 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.

PSYCHOLOGY
EX-PY 201 Professionalism and Human Performance (3)
This course introduces students to assessment strategies for life cycle and learning style placement. The course utilizes reflection and discussion as significant portions of the learning process and will introduce the student to APA writing style.

EX-PY 220 Stress Management
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.

EX-PY 301 Adult Development & Life Assessment Writing Seminar (3)
This course introduces adult learners to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessments and a basis for understanding individuals within organizations.

SCIENCE
EX-SC 100 Environmental Science (3)
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.

EX-SC 305 Human Anatomy & Physiology II (3)
This course provides an overview of the normal function and structure of the human body as well as the effects of disease on normal physiology. Students will learn associated terminology of anatomy and physiology in support of the healthcare professions.

EX-SC 332 Medical Terminology (3)
The purpose of the course is to provide the student with the basic tools for building a medical vocabulary. It emphasizes the building of a medical vocabulary from prefixes, suffixes, roots, and combining forms. Emphasis is placed on correct pronunciation, spelling, and analysis of medical terms as they pertain to anatomy, physiology, and diseases. The various study methods used will enable the student to analyze medical terms and identify their relationship to specific medical categories.

THEOLOGY
EX-TH 406 New Testament Theology of Evangelism (3)
Through examination of the New Testament documents, with a special emphasis on the Gospels, the book of Acts, and the preaching of the Apostles, this course is designed to challenge the student to understand the theological basis for the biblical practice of evangelism. Discussion will also include methodology that may assist the local church and the laity to engage in doing evangelism.

EX-TH 409 Practical Theology of Worship (3)
This course has a two-fold emphasis: 1) how one crafts and delivers a sermon to a congregation and 2) the elements that go into developing and leading worship. The student will be given hermeneutical tools for the development of sermons and opportunity to preach as part of the class. There will also be discussion of the tools (technological, arts, and others) currently available and the creativity needed for those who lead worship.
ADMINISTRATION

Hoxie, Hal, Colonel (RET), M.A., M.S.—President
Central Christian College, 2010–

Favara, Leonard F., Ph.D. (Rev.) — Provost/Chief Academic Officer
A.A., Central College, McPherson, Kansas, 1989; B.S.M., Central College, McPherson, Kansas, 1991; M.S., Kansas State University, Manhattan, Kansas, 2003; Ph.D., Northcentral University, Prescott, Arizona, 2009.
Central Christian College, 1992–93, 2000–

Jeffery, Dave, M.A. — Director of Business Operations
Central Christian College, 1975–84, 2012–

Kroeker, Dean, Ed.D. — Special Assistant to the President
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–

Legg, Robert, Lt. Col. (RET), M.Div. — Chief Development Officer
Central Christian College, 2014–

Nelson, Phil — Business Office Manager
Central Christian College, 2013–

Smith, Christopher M., M.Ed. (Rev.) — Chief Student Affairs Officer
Central Christian College, 2006–

FACULTY: SCHOOL OF LIBERAL ARTS & SCIENCES

Aizawa, Hatsue, M.A.T./M. Ed — Instructor of ESL Program
B.A., Willamette University, Salem, Oregon, 1988; M.Ed., Tokyo Gakugei University, Japan, 2006; M.A.T., George Fox University, Portland, Oregon, 2009; M.A. in Spiritual Formation, George Fox University, Portland, Oregon, forthcoming.
Central Christian College, 2013–

Alexander, Candi, M.A. — English (Chair)

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–

Anderson, Larry D. (Rev), D.Th. — Ministry and Theology
Central Christian College, 1996–

August, Michelle, M.A. — Registrar
B.A., University of Illinois, Chicago, Chicago, IL., 2000; M.A. University of Maryland

Barreiro, Enrique N., M.B.A. — Business, Foreign Language, Sport Management
B.S., Old Dominion University, Norfolk, Virginia, 2010; M.B.A., American InterContinental University, Hoffman Estates, Illinois, 2012.
Central Christian College, 2012–

Craig, Michael A., M.S. — Natural Sciences (Chair)
B.S., Greenville College, Greenville, Illinois, 1983; M.S., Emporia State University, Emporia, Kansas, 1996.
Central Christian College, 1991–

Ferrell, J. David, Ed.D. — Business Department (Chair)
Central Christian College, 1982–

Gates, Christopher A., M.A. — Theatre
B.S., Central Christian College, McPherson, Kansas, 2005; M.A., Kansas State University, Manhattan, Kansas, 2007.
Central Christian College, 2007–

Grubbs, David, Ph.D. — English
Central Christian College, 2011–

Harms, Tiffiney, M.M.E. — Music, Vocal
Central Christian College, 2013–

Horton, Staci, M.M.E. — Education (Chair)
B.A., McPherson College, McPherson, Kansas, 2002; M.M.E., Kansas State University, Manhattan, Kansas, 2011; Ph.D., Kansas State University, Manhattan, Kansas, forthcoming.
Central Christian College, 2014–

Jackson, Robin, Ph.D. — Science & Math
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.
Central Christian College, 2001–

Janssen, Brett, M.A. — Music
Central Christian College, 2010–

Kaufman, Jacob, D.W.S. — Fine Arts (Chair)
A.A., Central Christian College, McPherson, Kansas, 2001; B.S., Central Christian College, McPherson, Kansas, 2004; M.A.C.T., Bethel Seminary, St. Paul, Minnesota; DWS, Robert...
Webber Institute of Worship Studies, Orange Park, Florida, 2014.
Central Christian College, 2005-

Kaufmann, Charles (Rev), M.A. — Social Science (Chair)
Central Christian College, 2001-

Kelley, Bev, M.L.S. – Director of Briner Library
Central Christian College, 1979-81, 1996-

Lockhart, Emily, M.S. – Sport Science (Chair)
Central Christian College, 2014-

Lorenz, Glenn (Rev), D.Min. – Ministry & Theology (Chair)
Central Christian College, 2010-

Mackey, Ryan D. (Friar), M.A. — Music
Central Christian College, 2006-

Moody, Kyle, M.S. — Sport Management
A.S., Vernon Regional Junior College, Vernon, Texas, 2006; B.S., University of Science and Arts of Oklahoma, Chickasha, Oklahoma, 2004; M.S., Texas Tech University, Lubbock, Texas, 2002.
Central Christian College, 2012-

Muntz, Pat, M.E. – Director of Academic Enrichment
B.S., University of Central Oklahoma, Edmond, Oklahoma, 1976; M.E., Wichita State University, Wichita, Kansas, 1980.
Central Christian College, 2011-

Reese, Melinda, J., B. A. — Education
Central Christian College, 2012-

Smith, Christopher, M., M.Ed. – Ministry/Theology
Central Christian College 2006 –

Sparks, Jamie, M.S. – Psychology
B.S., Central Christian College, McPherson, Kansas, 2009; M.S., Friends University, Wichita, Kansas, 2011.
Central Christian College, 2010-

Ullum, Naomi A., C.D.A. — Art
Central Christian College, 2004

Whitehouse, Heath, M.B.A. — Business, Faculty Athletic Representative
Central Christian College, 2010 -

ADJUNCT

Barnes, Matt A., B.S. — Percussion
Central Christian College, 2011-

Brown, Tom, M.B.A. — Business
Central Christian College, 2011-

Bowers, Quinn, A.A. A. S. — Aviation
Central Christian College, 2013

Dawson, Shane, B.S. — Digital
A.A., Seward County Community College, Liberal, Kansas, 2004; B.S., Central Christian College, McPherson, Kansas, 2008; M.S., Walden University, Minneapolis, Minnesota, forthcoming.
Central Christian College – 2008-

Fleming, Zach, B.S. — Youth Ministry
B.S., Central Christian College, McPherson, Kansas, 2005; M.A. Huntington University, Indiana, forthcoming.
Central Christian College, 2009-

Hagen, Ronald D., M.B.A. — Criminal Justice
Central Christian College, 1995-

Hawkins, Calvin, Ph.D. — Director of Planned Giving
Central Christian College, 1967-1980, 1996-

Miller, Diane, M.S. — Accounting
Central Christian College, 2012

Nelson, Carol, M.Ed. - Education
B.Ed., Washburn University, Topeka, Kansas, 1997; M.Ed., Wichita State University, Wichita, Kansas, 2005.
Central Christian College, 2009-

Nelson, Jeremy A., B.A. — Director of Sports Information
Central Christian College, 2008 -

Nye, Beverly, M.A. — Education
Central Christian College, 2011-

Read, Pam, J., M.A. — Ministry & Theology
Central Christian College, 2011-

Robertson, Richard, B.S.B. — Accounting
Central Christian College, 2012

Seymore, Sam, Ed.D., Ph.D. – Piano
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.
Central Christian College, 2008-

Smidderks, Dean H., M.Div. — Ministry
Central Christian College, 2004-

Smith, Leah, M.A. — Mentor (President’s Education Program)
Central Christian College, 2006 –

Whitacre, Karen, M.S. — Education
B.S., Cedarville University, Cedarville, Ohio, 1980; M.S. Baptist Bible College, Clark’s Summit, Pennsylvania, 2005.
Central Christian College, 2009-


EMERITI
Alexander, Jerry E., Ed.D. — Provost and Chief Academic Officer
Wessington Springs College, 1964-67
Central Christian College, 1967-2011

Alexander, Marie, B.S. — Registrar
Central Christian College, 1989-2011

Crown, Mary E., B.A. — Registrar

Ferrell, John W., M.ED. — Vice President of Development
Central Christian College, 1956-1992

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

Mayse, Karen S., B.S. — Director of the Guidance Center
Central Christian College, 1988-2011

McHenry, Merrill G., Ph.D. — Multidisciplinary Studies
Central Christian College, 1993-2005

Milam, Marlys J., M.S. — English
Central Christian College, 1998-2011

Milam, Roy E., M.F.A. — Communications/Theatre
Central Christian College, 1996-2011

Nippert, Pat, M.S. — Education
Central Christian College, 2008-2012

Noffsinger, Kent E., Ph.D. — Mathematics
Central Christian College, 2008-2011

Odermann, Ellis E., A.B. — Vice President of Finance

Scarpellini, Vicki — Administrative Assistant to the Chief Academic Officer & Registrar

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)

AraSmith, Autumn, M.S. — Juvenile Justice
A.A., Colby Community College, Colby, Kansas, 2006; B.A., Friends University, Wichita, Kansas, 2007; M.S. South University, Savannah, Georgia, 2009.
Central Christian College, 2011.

Bach, Bill, Ph.D. — Criminal Justice
Central Christian College, 2013.

Barreiro, Enrique, M.A. — Sports Management
B.S., Old Dominion University, Norfolk, Virginia, 2010; M.B.A., American Intercontinental University, Hoffman Estates, Illinois, 2012.

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

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.

Bridges, James, M.A. — Law Enforcement and Victimology

Brown, David, D.W.S. — Spiritual Formation, Worship, Biblical Studies

Brown, Hubert L., Ph.D. — Facilitator Group Dynamics, Communications, Strategic Planning, Sociology, Ethics
B.A., Goshen College, Goshen, Indiana, 1971; M.S., Indiana University, Bloomington, Indiana, 1975; Ph.D., California Graduate School of Theology, Glendale, California, 1988.

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.

Carter, Wade, J.D. — Criminal Justice
B.A., Kansas Wesleyan University, Salina, Kansas, 2004; M.B.A., Kansas Wesleyan University, Salina, Kansas, 2005; J.D., University of Missouri, Kansas City, Kansas City, Missouri, 2009.
Central Christian College, 2013.

Caskey, Mindi, M.B.A — Statistics in Criminal Justice
B.A. Washburn University, Topeka, Kansas, 2001; B.A. Washburn University, Topeka, Kansas, 2009; M.B.A Washburn University, Topeka, Kansas, 2005.

Claassen, Danielle, M.A. — Healthcare

Claassen Thrush, Alan, M.Div. — Biblical Literature

Conboy, Marty, J.D. — Criminal Justice
B.A., Creighton University, Omaha, Nebraska, 1977; J.D., Creighton University, Omaha, Nebraska, 1980.
Central Christian College, 2013.

Cooper, Joshua, M. Div. - Bible
B.S., University of South Dakota, Vermillion, South Dakota, 2000; M.Div., Western Theological Seminary, Holland, Michigan, 2010.
Central Christian College, 2013.

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.

Dan, Dale, Ed.D. — Business
B.A., Ohio State University, Columbus, Ohio, 1992; M.B.A., Nova Southeastern University, Fort Lauderdale, Florida, 2001; Ed.D., Southeastern University, Fort Lauderdale, Florida, 2005.
Central Christian College, 2013.

Deal, Jeff, M.A. — Criminal Justice
A.A., Hutchinson Community College, Hutchinson, Kansas, 2003; B.S., Kansas State University, Manhattan, Kansas, 1993; M.P.A., University of South Dakota, Vermillion, South Dakota, 1993.
Central Christian College, 2011.

Deal, Tonya, M.E. — Business
A.A., Hutchinson Community College, Hutchinson, Kansas, 2000; B.A., Wichita State University, Wichita, Kansas, 2002; M.E., Wichita State University, Wichita, Kansas, 2010.
Central Christian College, 2013.

Dyer, Chris, M.A. — Bible
B.A., Ohio Christian University, Circleville, Ohio, 1982; M.A., Indiana Wesleyan University, Marion, Indiana, 2009.
Central Christian College, 2013.

Eis, Danette, M.S. — Bible
B.S., Kansas State University, Manhattan, Kansas, 1978; M.S., Emporia State University, Emporia, Kansas, 1999.

Epp, Rose, M.L.S. — Assistant Registrar
B.S., Central Christian College of Kansas, McPherson, Kansas, 2009; M.L.S., Emporia State University, Emporia, Kansas, 2011.

Flint, Wendy, Ph. D., M.B.A., M.P.A. — English Composition
B.A., Marylhurst University, Marylhurst, Oregon, 1996; M.P.A., Washington State University, Pullman, Washington, 1998; Ph.D., Capella University, Minneapolis, Minnesota, 2004; M.B.A., Capella University, Minneapolis, Minnesota, 2008.
Central Christian College, 2011.

Forbes, Jerree, Ed.D., — Healthcare

Fraizer, James, Ph.D., — Bible, Social Science
Fuller, Roger D., D.M. – Communications, Management  
B.S., Oklahoma State University, Stillwater, Oklahoma, 1986; M.S., Friends University, Wichita, Kansas, 2002; D.M., University of Phoenix, Wichita, Kansas, 2006.  
Central Christian College, 2006-

Giles, Vickey, Ed.D. – World Literature  
Central Christian College, 2012-

Greco, Tom, M.A. – Criminal Justice Director  
Central Christian College, 2013-

Grubbs, Katie, M.A. – English  
B.A., Berry College, Mount Berry, Georgia, 2006; M.A., University of Georgia, Athens, Georgia, 2008; Ph.D., University of Georgia, forthcoming.  
Central Christian College, 2013-

Haggerty, Sarah, M.Ed. – Intro to Information Processing  
B.S., Sterling College, Sterling, Kansas, 1984; M.Ed Kansas State University, Manhattan, Kansas, 1994.  
Central Christian College, 2010-

Halbmaier, Sarah, M.L.S. – Criminological Theory  
Central Christian College, 2012-

Hamilton, Kristien, M.A. – Math, Statistics and Business  
Central Christian College, 2013-

Harger, David, J.D. – Business Law  
B.S., University of Kansas, Lawrence, Kansas, 1991; J.D., University of Kansas, Lawrence, Kansas, 1994.  
Central Christian College, 2012-

Harmon, Joe, Ph.D. – Bible  
B.A., Circleville Bible College, Circleville, Ohio, 1979; M.A., Indiana Wesleyan University, Marion, Indiana, 1995; M.A., Indiana Wesleyan University, Marion, Indiana, 2009; Ph.D., Indiana Wesleyan University, Marion, Indiana, 2012.  
Central Christian College, 2013-

Harrell, David, Ph.D. – Healthcare  
B.S., Nova University, Fort-Lauderdale-Davie, Florida, 1989; M.S., American College, Bryn Mawr, Pennsylvania, 1981; M.S., Mercer University, Macon, Georgia, 1993; Ph.D., Walden University, Minneapolis, Minnesota, 2001.  
Central Christian College, 2013-

Hendricks, J. Kade, M.P.A. – Criminal Justice  
A.A., Utah Valley University, Orem, Utah, 2005; B.S., Southern Utah University, Cedar City, Utah, 2007; M.P.A., Southern Utah University, Cedar City, Utah, 2008.  
Central Christian College, 2012-

Hoodman, Kyle, M.Ed. – Facilitator English Composition  
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. – Life and Learning  
Central Christian College, 2012-

Hoxie, Hal V., M.S. – Statistics  
Central Christian College, 2010-

Idowu, Tolu, Ph.D. – English  
Central Christian College, 2014-

Jackson, Robin, Ph.D. – Science, Mathematics  
B.A., Bethel College, North Newton, Kansas, 1975; M.S., Emporia State University, Emporia, Kansas, 2002; Ph.D., Newburgh Theological Seminary, Newburgh, Indiana, 2011.  
Central Christian College, 2001-

Jones, Gary, M.S. – Ministry  
Central Christian College, 2012-

Jones, Mike, M.A. and M.S. – Criminal Justice  
B.S., Bellevue University, Bellevue, Nebraska, 1998; M.A. and M.S., Bellevue University, Nebraska, 2002; Graduate of the Northwestern University Police Staff and Command School, 1997.  
Central Christian College, 2012-

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

Kroeker, Cheyenne, M.F.T. – Psychology, Sociology, Biblical Studies  
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. – Group Dynamics, Organizational Behavior, Leadership, Research & Statistics  
B.S., Biola University, La Mirada, California, 1993; M.A., National University, La Jolla, California, 1998; Ed. D., Pepperdine University, Malibu, California, 2004.  
Central Christian College, 2007-

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-

Lorenz, Wendy T., M.A. – Spiritual Formation, Organizational Behavior  
B.A., Spring Arbor University, Spring Arbor, Michigan, 1993; M.A., Asbury Theological Seminary, Wilmore, Kentucky, 1999.  
Central Christian College, 2011-

Marsh, Bob, M.S. – Bible  
Central Christian College, 2013-

Martin, Kim L., M.S. – Communications, Management, Leadership, Ethics  
B.S., Park College, Parkville, Missouri, 1988; M.S., Friends University, Wichita, Kansas, 1996.  
Central Christian College, 2001-

Michelson, Marty, Ph.D. – Bible  
Central Christian College, 2013-

Miller, Diane, M.S. – Accounting  
Central Christian College, 2012
Miller, Wallace, M.A. — Criminal Justice
B.A., Fort Hays State University, Hays, Kansas, 2007; M.A., Fort Hays State University, Hays, Kansas, 2011. 
Central Christian College, 2013-

Mobley, Daniel, M.S. — Criminal Justice
B.A., Southern Nazarene University, Bethany, Oklahoma, 1993; M.S., Southern Nazarene University, Bethany, Oklahoma, 1997. 
Central Christian College, 2013-

Munguya, Arnot, M.B.A. — Healthcare, Human Resources
Central Christian College, 2013-

Neufeld, Jeff, M.A. — Ministry
Central Christian College, 2012-

Nitsch, Richard, Ph.D. — Criminal Justice
B.S., Emporia State University, Emporia, Kansas, 1976; M.A., Kansas State University, Manhattan, Kansas, 1988; Ph.D., Arizona State University, Tempe, Arizona, 1999 
Central Christian College, 2012-

Page, David, J.D. — Criminal Justice
A.S., College of the Desert, Palm Desert, California, 1994; B.S., Friends University, Wichita, Kansas, 1997; J.D. Washburn University, Topeka, Kansas, 2000. 
Central Christian College, 2012-

Painter, Andrea, J.D. — English, Humanities
B.A., Washburn University, Topeka, Kansas, 2004; J.D., Oklahoma City University School of Law, Oklahoma City, Oklahoma, 2008. 
Central Christian College, 2014-

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-

Peters, Charles L., M.Div. — Pastoral Counseling
Central Christian College, 2008-

Pitts, Lisa, M.A. — Criminal Justice
B.S., Northwestern Oklahoma State University, Alva, Oklahoma, 2000; M.A., Fort Hays State University, Hays, Kansas, 2005. 
Central Christian College, 2013-

Points, Dave, M.A. — Crisis Management
B.S., University of Nebraska, Omaha, Nebraska, 1976; M.A. University of Nebraska, Omaha, Nebraska, 1982. 
Central Christian College, 2012-

Price, Tracy, M.Ed. — Psychology
B.S., Wichita State University, Wichita, Kansas, 1996; M.Ed., Wichita State University, Wichita, Kansas, 2007. 
Central Christian College, 2014-

Reimer, Dwight, D.M. — Government, Statistics
Central Christian College, 2012-

Rardon, Janell, M.A. — Psychology, English
Central Christian College, 2011-

Reiser, Jacquelyn, M.A. — Humanities, Social Science
B.S., Kansas State University, Manhattan, Kansas, 1996; M.Ed., Wichita State University, Wichita, Kansas, 2013. 
Central Christian College, 2012-

Schnorbus, Stephanie, Ph.D. — English
B.A., Biola University, La Mirada, California, 2001; M.A., University of Southern California, Los Angeles, California, 2005; Ph.D., University of Southern California, Los Angeles, California, 2010. 
Central Christian College, 2012-

Seiler, Sondra, M.A. — Pastoral Counseling
B.A., Biola University, La Mirada, California, 1977; M.A., Pepperdine University, Malibu, California, 1989. 
Central Christian College, 2012-

Smith, Daniel, M.A. — Bible
A.S., Johnson and Wales University, Charleston, South Carolina, 1990; B.S., Florida International University, Miami, Florida, 1992; M.A., Midwestern Baptist Theological Seminary, Kansas City, Missouri, 2000. 
Central Christian College, 2013-

Smith, Kenneth, M.B.A. — Business
Central Christian College, 2012-

Smith, Leah, M.A. — History of Christianity, Org Behavior
Central Christian College, 2007-

Thomas, Reid, Ph.D. — Biblical Literature
Central Christian College, 2012-

Tucker, John, M.B.A. — Criminal Justice
Central Christian College, 2013-

Voth, Amanda, J.D. — Criminal Justice
B.A., Bethel College, North Newton, Kansas, 2003; J.D., University of Kansas School of Law, Lawrence, Kansas, 2007. 
Central Christian College, 2012-

Walker, Richard, J.D. — Ethics in Criminal Justice, Criminal Procedure
B.A., Bethel College, North Newton, Kansas, 1970; J.D., University of Kansas School of Law, Lawrence, Kansas, 1973. 
Central Christian College, 2012-

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-

Walter, Eric, M.A. — Bible, Philosophy
B.A., La Mirada, California, 1997; M.A., Biola University, La Mirada, California, 2004. 
Central Christian College, 2013-

Wellington, Roxie, Ed.D. — Humanities
Central Christian College, 2013-
University, Nampa, Idaho, 1993; Ed.D., University of Idaho, Moscow, Idaho, 2014. Central Christian College, 2014-

Winfrey, Sarah, M.A. – English Composition
B.A. Biola University, La Mirada, California, 2001; M.A., Talbot School of Theology, La Mirada, California, 2006.
Central Christian College, 2012-
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam, Janet</td>
<td>Archive Associate</td>
<td>Central Christian College</td>
<td>2013</td>
</tr>
<tr>
<td>Barreiro, Enrique</td>
<td>Men’s Soccer Assistant</td>
<td>Central Christian College</td>
<td>2012</td>
</tr>
<tr>
<td>Blanchard, Kellory</td>
<td>Cheerleading Coach, Resident Director</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Bosnyak, Whitney</td>
<td>Assistant Director of Financial Aid</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Bower, Amy</td>
<td>Development Officer - Communications</td>
<td>Central Christian College</td>
<td>2013</td>
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<tr>
<td>Burnette, Margaret</td>
<td>Assistant Athletic Trainer</td>
<td>Central Christian College</td>
<td>2014</td>
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<tr>
<td>Carver, Nichole</td>
<td>Assistant Director of Financial Aid</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Cecil, Rochelle</td>
<td>Athletic and Transfer Coordinator</td>
<td>Central Christian College</td>
<td>2014</td>
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<tr>
<td>Coates, Casey</td>
<td>Admissions Counselor</td>
<td>Central Christian College</td>
<td>2013</td>
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<tr>
<td>Cowles, Patrick</td>
<td>Criminal Justice Recruiter</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Ellis, A.J.</td>
<td>Institutional Research Officer</td>
<td>Central Christian College</td>
<td>2013</td>
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<tr>
<td>Epp, Rose</td>
<td>Assistant Registrar (SPE)</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Favara, Dea</td>
<td>Director of Dual Credit</td>
<td>Central Christian College</td>
<td>1992-93, 2000-2011</td>
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<tr>
<td>Ferrell, John</td>
<td>Volunteer Archivist</td>
<td>Central Christian College</td>
<td>1956-1993, 1993-</td>
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<tr>
<td>Fithian, Carol</td>
<td>Student Accounts, Payroll</td>
<td>Central Christian College</td>
<td>1978</td>
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<td>Fogarty, Mary-Beth</td>
<td>Campus Counselor</td>
<td>Central Christian College</td>
<td>2014</td>
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<td>Fogarty, Scott</td>
<td>Women’s Soccer Coach</td>
<td>Central Christian College</td>
<td>2014</td>
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<tr>
<td>Gayer, Mark</td>
<td>Financial Aid Counselor</td>
<td>Central Christian College</td>
<td>2014</td>
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<tr>
<td>Golden, Tina</td>
<td>EXCEL Enrollment Specialist</td>
<td>Central Christian College</td>
<td>2014</td>
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<td>Golden, Michael</td>
<td>Criminal Justice Recruiter</td>
<td>Central Christian College</td>
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<td>Gray, Scott</td>
<td>Assistant Women’s Basketball Coach</td>
<td>Central Christian College</td>
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<td>Greco, Tom</td>
<td>Criminal Justice Program Director</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Haga, Tina</td>
<td>Softball Assistant</td>
<td>Central Christian College</td>
<td>2013</td>
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<tr>
<td>Hansen, Brad</td>
<td>Technologist and Enrollment Officer</td>
<td>Central Christian College</td>
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<td>Hatfield, Stephen</td>
<td>Men’s Basketball Assistant</td>
<td>Central Christian College</td>
<td>2013</td>
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<tr>
<td>Hawkins, Calvin</td>
<td>Director of Planned Giving</td>
<td>Central Christian College</td>
<td>1967-80, 1996-</td>
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<td>Hendricks, Kade</td>
<td>Criminal Justice Recruiter</td>
<td>Central Christian College</td>
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<td>Herbig, Jon</td>
<td>Baseball Assistant</td>
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<td>Honeck, Chris</td>
<td>Women’s Basketball Coach</td>
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<td>Hoxie, Aaron</td>
<td>Men’s Soccer Coach</td>
<td>Central Christian College</td>
<td>2011</td>
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<tr>
<td>Johnson, Jessica</td>
<td>Criminal Justice Student Advocate and Faculty</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Jose, Mikel</td>
<td>Systems and Network Engineer</td>
<td>Central Christian College</td>
<td>2011</td>
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<tr>
<td>Kasiska, Lanita</td>
<td>Executive Assistant to the President</td>
<td>Central Christian College</td>
<td>2004</td>
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<tr>
<td>Keliner, Thomas</td>
<td>Baseball Assistant</td>
<td>Central Christian College</td>
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<tr>
<td>Kerr, Chad</td>
<td>Softball Coach</td>
<td>Central Christian College</td>
<td>2011</td>
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<td>Kirby, Larry</td>
<td>Maintenance</td>
<td>Central Christian College</td>
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<td>Kremer, Derk</td>
<td>Baseball Coach</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Kroeker, Dean</td>
<td>Special Assistant to the President</td>
<td>Central Christian College</td>
<td>2008</td>
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<td>Linder, Lynda</td>
<td>Assistant Librarian</td>
<td>Central Christian College</td>
<td>2014</td>
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<tr>
<td>Litwiller, Hannah</td>
<td>Executive Assistant to the Provost</td>
<td>Central Christian College</td>
<td>2014</td>
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<td>Loewen, Briana</td>
<td>Admissions Counselor</td>
<td>Central Christian College</td>
<td>2014</td>
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<td>Ludwig, Christina</td>
<td>Volleyball Coach</td>
<td>Central Christian College</td>
<td>2013</td>
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<td>Mart, Justin</td>
<td>Men’s Basketball Assistant</td>
<td>Central Christian College</td>
<td>2011</td>
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<tr>
<td>Martinez, Lacey</td>
<td>Head Athletic Trainer</td>
<td>Central Christian College</td>
<td>2011</td>
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<td>Masar, Patrick</td>
<td>Director of Admissions</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Mayse, Missy</td>
<td>Student Development Office Manager</td>
<td>Central Christian College</td>
<td>1997</td>
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<td>McClure, Tim</td>
<td>Criminal Justice Recruiter</td>
<td>Central Christian College</td>
<td>2014</td>
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<td>Metz, Micah</td>
<td>Resident Director</td>
<td>Central Christian College</td>
<td>2011</td>
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<td>Minner, Dennis</td>
<td>Maintenance, Volunteer</td>
<td>Central Christian College</td>
<td>1991</td>
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<tr>
<td>Moody, Kyle</td>
<td>Men’s and Women’s Golf Coach</td>
<td>Central Christian College</td>
<td>2012</td>
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<tr>
<td>Moore, LeAnn</td>
<td>Accountant</td>
<td>Central Christian College</td>
<td>2009</td>
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<td>Mourn, Justin</td>
<td>Director of Spiritual Formation &amp; Experiential Learning</td>
<td>Central Christian College</td>
<td>2011</td>
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<td>Muntz, Pat</td>
<td>Director of Student Success</td>
<td>Central Christian College</td>
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<td>Nelson, Carolyn</td>
<td>Development Assistant</td>
<td>Central Christian College</td>
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<td>Nelson, Jeremy</td>
<td>Sports Information Director</td>
<td>Central Christian College</td>
<td>2007</td>
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<tr>
<td>Ong, Ruth</td>
<td>Assistant Registrar (SAS)</td>
<td>Central Christian College</td>
<td>2011</td>
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<tr>
<td>Peters, Colleen</td>
<td>Admissions Office Manager</td>
<td>Central Christian College</td>
<td>1994</td>
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<tr>
<td>Rardon, Grant</td>
<td>Women’s Soccer Assistant</td>
<td>Central Christian College</td>
<td>2014</td>
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<tr>
<td>Reamy, Meaghan</td>
<td>Tiger Central Store/Mailroom Manager</td>
<td>Central Christian College</td>
<td>2013</td>
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<tr>
<td>Reeves, James</td>
<td>Criminal Justice Recruiter</td>
<td>Central Christian College</td>
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<tr>
<td>Rice, Brad</td>
<td>Criminal Justice Recruiter</td>
<td>Central Christian College</td>
<td>2012</td>
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</tbody>
</table>
Rogers, Cole – Criminal Justice Recruiter
Central Christian College, 2012-

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

Romero, Tony — Resident Director, Men's Basketball Coach
Central Christian College, 2007-

Rutter, Scott – Criminal Justice Recruiter
Central Christian College, 2012-

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

Sides, Kim — Development Assistant
Central Christian College, 2006-

Simmons, Meg – Criminal Justice Student Advisor & Degree Plan Developer
Central Christian College, 2014-

Stauffer, Andrew – Maintenance, Tennis Coach
Central Christian College, 2014-

Swaney, Dan – Cross Country Coach, Track & Field Coach
Central Christian College, 2014-

Swaney, Kimberly – Resident Director
Central Christian College, 2014-

Tuszynski, Joseph – Accounts Payable Clerk
Central Christian College, 2013-

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

Whitehouse, Heath – Faculty Athletic Representative
Central Christian College, 2012-
<table>
<thead>
<tr>
<th>TRUSTEE NAME</th>
<th>TERM EXPIRATION</th>
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<tbody>
<tr>
<td>Mr. Tony Allison</td>
<td>2014</td>
</tr>
<tr>
<td>Dr. Gary Anderson</td>
<td>2015</td>
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<tr>
<td>Mrs. Phyllis Atkinson</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Rev. Bill Bump</td>
<td>2016</td>
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<tr>
<td>Dr. Robert Burns</td>
<td>2014</td>
</tr>
<tr>
<td>Mr. Daniel Claassen</td>
<td>2015</td>
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<tr>
<td>Mr. Lee Craven</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Rev. Lucia Delamarter</td>
<td>2016</td>
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<tr>
<td>Mr. Larry Doskocil</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Dr. Merrill Douglass</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Mr. Edwin Fullmer</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Mrs. Carolyn Gaughan</td>
<td>2016</td>
</tr>
<tr>
<td>Mr. Bob Green</td>
<td>2014</td>
</tr>
<tr>
<td>Dr. Claude E. Griffith</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Dr. Robert Hughes</td>
<td>Emeritus</td>
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<tr>
<td>Dr. Frank Kline</td>
<td>2015</td>
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<tr>
<td>Mr. Galen Myers</td>
<td>2014</td>
</tr>
<tr>
<td>Dr. Mary Oehlert</td>
<td>2016</td>
</tr>
<tr>
<td>Mr. Melvin Sanders</td>
<td>2016</td>
</tr>
<tr>
<td>Mr. Robert Rue</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Mr. Don Scandrett</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Mr. David Schimke</td>
<td>2014</td>
</tr>
<tr>
<td>Mr. Clinton Sides</td>
<td>2016</td>
</tr>
<tr>
<td>Mr. Dwayne Smith</td>
<td>2015</td>
</tr>
<tr>
<td>Dr. Charles Stephens</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Mr. Herald Walton</td>
<td>Emeritus</td>
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## RESIDENTIAL ACADEMIC CALENDAR 2014-2015

### Fall 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall courses begin (evening classes)</td>
<td>Aug 25 (M)</td>
</tr>
<tr>
<td>Last day to add a course for credit (DPI paperwork due)</td>
<td>Sept 5 (F)</td>
</tr>
<tr>
<td>All School Picnic</td>
<td>Sept. 10 (W)</td>
</tr>
<tr>
<td>Enrollment Reporting (Census) Day</td>
<td>Sept 22 (M)</td>
</tr>
<tr>
<td>Homecoming/Family Weekend</td>
<td>Oct 10-12 (F-Sun)</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Oct 10 (F)</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct 20-21 (M-T)</td>
</tr>
<tr>
<td>Term 2 courses begin</td>
<td>Oct 13 (M)</td>
</tr>
<tr>
<td>Mid-semester grades due by 12 p.m. (noon)</td>
<td>Oct 15 (W)</td>
</tr>
<tr>
<td>Last day to drop a full-term course without a grade</td>
<td>Oct 23 (R)</td>
</tr>
<tr>
<td>Registration Day (no classes)</td>
<td>Nov 5 (W)</td>
</tr>
<tr>
<td>Last day to drop a Term 2 course without a grade</td>
<td>Nov 12 (W)</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Nov 26-30 (W-Sun)</td>
</tr>
<tr>
<td>Assessment/Finals Week</td>
<td>Dec 8-11 (M-R)</td>
</tr>
<tr>
<td>Winter Commencement (tent.)</td>
<td>Dec 13 (Sat)</td>
</tr>
<tr>
<td>Faculty Assessment Days</td>
<td>Dec 15-16 (M-T)</td>
</tr>
<tr>
<td>Final grades due by 12 p.m. (noon)</td>
<td>Dec 15 (M)</td>
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### Interterm 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Faculty Office Day</td>
<td>Jan 2 (F)</td>
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<tr>
<td>Interterm courses begin</td>
<td>Jan 5 (M)</td>
</tr>
<tr>
<td>Last day to add a course for credit (DPI paperwork due)</td>
<td>Jan 6 (T)</td>
</tr>
<tr>
<td>M L K, Jr. Day (no classes)</td>
<td>Jan 19 (M)</td>
</tr>
<tr>
<td>Last day of Interterm</td>
<td>Jan 23 (F)</td>
</tr>
<tr>
<td>Final grades due by 12 p.m. (noon)</td>
<td>Jan 27 (T)</td>
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### Spring 2015

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Spring courses begin (all classes)</td>
<td>Jan 28 (W)</td>
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<tr>
<td>Last day to add a course for credit (DPI paperwork due)</td>
<td>Feb 7 (Sat)</td>
</tr>
<tr>
<td>Enrollment Reporting Day</td>
<td>Feb 23 (M)</td>
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<tr>
<td>Mid-semester</td>
<td>Mar 13 (F)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 16-20 (M-F)</td>
</tr>
<tr>
<td>Term 2 courses begin</td>
<td>Mar 23 (M)</td>
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<tr>
<td>Mid-semester grades due by 12 p.m. (noon)</td>
<td>Mar 23 (M)</td>
</tr>
<tr>
<td>Last day to drop a full-term course without a grade</td>
<td>Mar 30 (M)</td>
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<tr>
<td>Good Friday (no classes)</td>
<td>Apr 3 (F)</td>
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<tr>
<td>Easter travel day (only evening classes)</td>
<td>Apr 6 (M)</td>
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<tr>
<td>Registration Day (no classes)</td>
<td>Apr 15 (W)</td>
</tr>
<tr>
<td>Last day to drop a Term 2 course without a grade</td>
<td>Apr 20 (M)</td>
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<tr>
<td>All Schools Day (no classes)</td>
<td>May 8 (F)</td>
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<tr>
<td>Assessment/Finals Week</td>
<td>May 11-14 (M-R)</td>
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<tr>
<td>Baccalaureate – Commencement</td>
<td>May 15-16 (F-Sat)</td>
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<tr>
<td>Faculty Assessment Days</td>
<td>May 18-19 (M-T)</td>
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<td>Final grades due by 12 p.m. (noon)</td>
<td>May 18 (M)</td>
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### Summer 2015

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<tr>
<td>Summer term begins</td>
<td>May 19 (T)</td>
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<tr>
<td>Last day to add a course for credit (DPI paperwork due)</td>
<td>Jun 1 (M)</td>
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<tr>
<td>Mid-term</td>
<td>Jul 1 (M)</td>
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<tr>
<td>Last day to drop a full-term course without a grade</td>
<td>Jul 9 (R)</td>
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<tr>
<td>Last day of summer term</td>
<td>Aug 14 (F)</td>
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<tr>
<td>Final grades due by 12 p.m. (noon)</td>
<td>Aug 18 (T)</td>
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