

CENTRAL CHRISTIAN COLLEGE OF KANSAS

2012 – 2013 CATALOG



1200 S Main
McPherson, KS 67460
Phone: 620-241-0723
FAX: 620-241-6032

www.centralchristian.edu
www.ccctigers.com

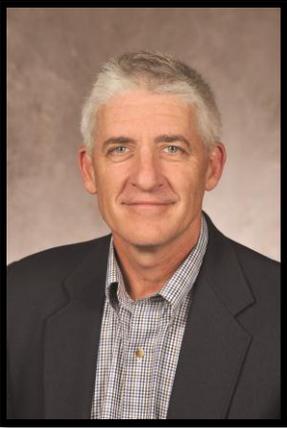
Central Christian College of Kansas

2012-2013 Catalog



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

MESSAGE FROM THE PRESIDENT



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 world view. 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

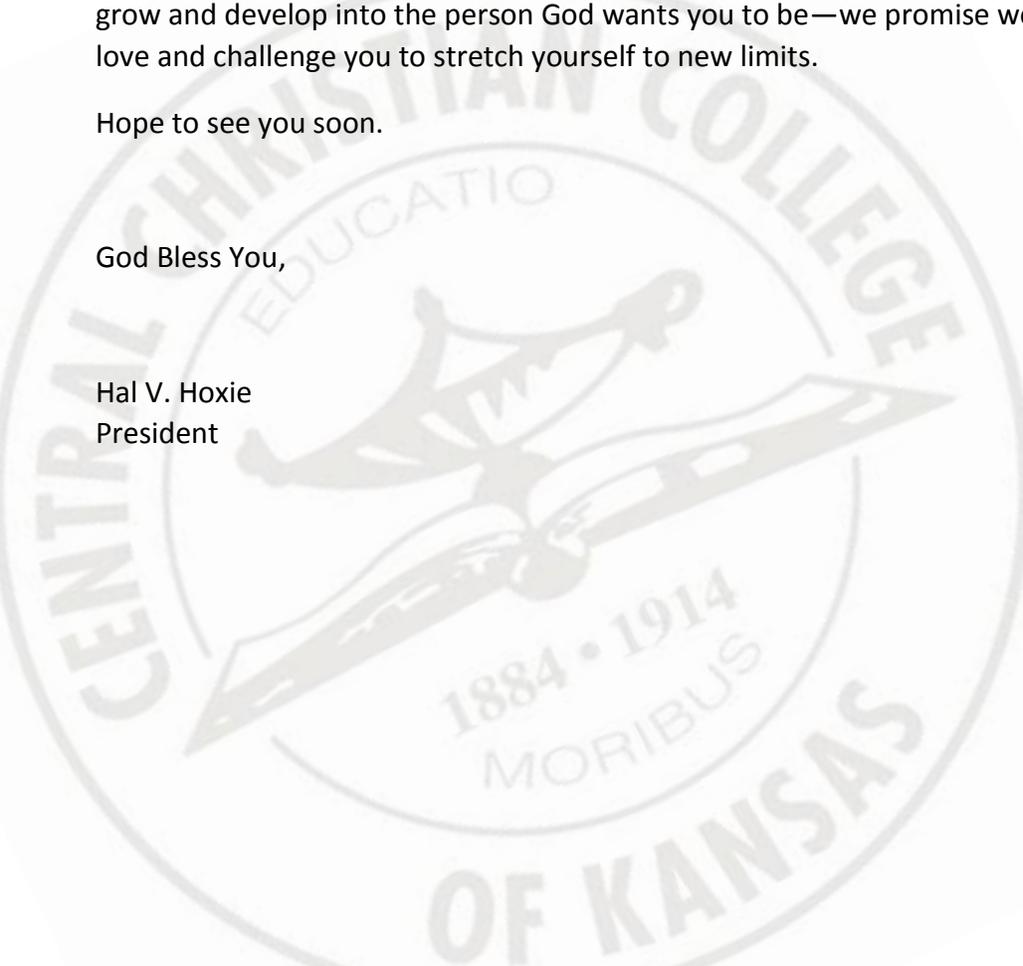


TABLE OF CONTENTS

Message from the President.....	4
Table of Contents.....	5
Introduction.....	7
History of Central Christian College of Kansas.....	12
Buildings.....	17
School of Professional Education.....	18
Student Life - Residential.....	20
Admissions – Residential.....	25
Admissions – School of Professional Education.....	29
Transfer Credit Policies.....	33
Financial Aid - Residential.....	38
Financial Aid – School of Professional Education.....	47
Academics - Residential.....	51
Academics – School of Professional Education.....	66
General Education – Residential.....	72
General Education – School of Professional Education.....	74
Bachelor of Science in Criminal Justice (Online).....	76
Bachelor of Science in Healthcare Administration (Online).....	77
Bachelor of Business Administration - Healthcare Management (Online).....	78
Bachelor of Science in Business - Organizational Leadership (Online).....	79
Bachelor of Science in Ministry - Ministry Leadership (On-ground/Online).....	80
Bachelor of Science in Business - Organizational Leadership (Non-Residential/On-Ground).....	81
Bachelor of Science - Aviation Management (Online).....	82
Bachelor of Science - Sport Management - Online.....	83
Minors/Liberal Studies Tracks.....	85
Aviation.....	91
Business.....	94
Communications.....	96
Education – Elementary Education.....	98
Education – Secondary (English; History/Government; Math).....	101
Education (Physical Education: PreK-12).....	105
English.....	108
Music.....	109
Liberal Studies.....	111
Ministry and Theology.....	112
Natural Science.....	115
Psychology.....	117
Social Science.....	118

Sport Science & Health121
Athletics123
Course Descriptions - Residential124
Course Descriptions – Non-Residential150
Administration155
Faculty155
School of Professional Education (Adjunct)158
Staff161
Board of Trustees163
Residential Academic Calendar 2012-2013164

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 this institution since its inception. Our mission drives us forward to higher levels of excellence and distinction as we seek to glorify God in our programs. Through our residential program centrally located in McPherson, Kansas, and through our global online learning environment, Central Christian College 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 MODEL

The Fit-Four Model represents the outcomes Central Christian College of Kansas uses as a gauge relative to the fulfilment of its mission. Each outcome signifies a distinct quality that can be used to quantify institutional progress and are useful in the evaluative process. Subordinate measures can be used as performance Indicators¹.

Character can be described as the summative qualities that define an individual. The etymology of the word demonstrates that it signified the manner of life and encompassed the internal disposition and nature of the individual, as approved by external actions and behaviors². The distinct merits and virtues are not necessarily identified, since character itself was defined through the observation of the individual, not necessarily by a comparison to an outside standard.

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

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

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

within creation and our vertical relationship with the Creator. Jesus further provides a glimpse of developmental outcomes when questioned about the greatest commandment. He responded, “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength” (Mark 12:28-30).

In essence, these four criteria present terminal values representing the highest ideals of human functioning. Each criterion represents an essential element of character, which allows the individual to grow in wisdom, stature and favour. These same ideals serve as the basis through which Central Christian College of Kansas has chosen to measure the effectiveness of its mission. It is important to note that there is no hierarchal structure to these four elements. One is not necessarily more important than another and no one element can be viewed in isolation from the others, since the four operate in relation to one another.

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



Fit Hearts (Socially Responsible: cultural & relational)

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

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

Fit Souls (Spiritually Responsive: spiritual & environmental)

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

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

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

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

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

Fit Bodies (Professionally Astute: physical & vocational)

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

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

CORE VALUES

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

Truth	Acknowledging that God is the source of All Truth, we emphasize a balanced application of Scripture, reason, tradition and experience as the measure through which to test and approve truth as we explore, study, and appreciate His creation.
Spiritual Formation	Granting that God has called every individual to full devotion to Christ, we are committed to providing an environment through which each individual can develop and sustain a maturing relationship with God.
Comprehensive Education	Realizing that character is a reflection of the whole individual (spiritual, emotional, intellectual, physical, social, environmental, and vocational), we are dedicated to providing a personalized and balanced liberal arts education.
Excellence	Appreciating that excellence provides an opportunity to honor God and inspire people, we promote an environment of innovation, where people are equipped and encouraged to serve with distinction.
Prayer	Recognizing God's invitation, we continually and consistently utilize prayer as the primary means through which we seek guidance and counsel, articulate our praise and thanksgiving, and ask for His action and intervention.
Community	Understanding that God has uniquely created every individual, we seek to provide an environment where each person is treated with respect and dignity.
Integrity	Believing that our actions reflect on the character of Christ, we adhere to the highest moral and professional standards for all personal and corporate interactions.
Service	Knowing that God has challenged every individual to active service, we foster an environment where we can develop our expertise in order to effectively minister.
Leadership/ Followership	Trusting that effective leadership and followership is an outcome of humble service and spiritual gifting, we strategically sustain an environment where each person can excel in response to God's gifting and leading for their lives.

STATEMENT OF FAITH

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

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

ACCREDITATION

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

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

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

AFFILIATIONS

- Association of Christian Schools International
- Association of Free Methodist Educational Institutions
- Center for Urban Studies
- Christian Council of Colleges and Universities (Affiliate)
- 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, sex, age or handicap in admission or access to, treatment, or employment in its programs and activities.

- Inquiries related to Title IX, non-discrimination on the basis of sex, may be referred to the Dean of Student Development, 1200 S Main, and McPherson, Kansas 67460 (620-241-0723, ext 314). Inquiries related to Titles VI & VII of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act, may be referred to the Vice President of Academics, 1200 S Main, McPherson, Kansas 67460 (620-241-0723, ext. 320).
- Although certain facilities are not fully, physically accessible to handicapped persons, Central Christian College 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.

Nondiscrimination Policy in Employment:

- It is the policy of Central Christian College of Kansas to afford equal employment opportunity without regard to an individual's race, color, sex, national origin, handicap, medical condition or age in hiring, retention, termination, promotion, wages and benefits, privileges, working conditions and in the application of any policy, practice, rule or regulation. Functioning as an integral part of the Church, we can and do discriminate on the basis of religion in hiring 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.

FAMILY EDUCATIONAL PRIVACY RIGHTS

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

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

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

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

Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student has the right to a formal hearing. After the hearing, if the institution still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

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

- Institutional officials with legitimate educational interest;
- Other educational institutions to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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.

HISTORY OF CENTRAL CHRISTIAN COLLEGE OF KANSAS

Throughout the 127-year history of Central, the driving force has been the same: Central is committed to providing quality education from a Christian worldview. In each celebratory moment and during each challenge, the focus continues to be on Christ. As we reflect on the committed Christians who have poured their lives and God-given talents into this school, we are grateful for their service and their sacrifices in the name of Christ. More than an accolade to any man, all glory returns to God for his provision for and guidance of this vessel we now call Central Christian College of Kansas. This is a part of her story.

The Beginning

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

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

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

The West Kansas Conference, according to the 1886 conference minutes, hoped the school would be "a

breakwater against infidelity..."and a leader in Christian education "...from Chicago to California and send out its vital pulsations on behalf of the cause of Christ to remote parts of the earth."

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

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

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

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

A Move to McPherson

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

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

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

Building, Accreditation and Lean Times

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

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

the oldest accredited junior college in Kansas.

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

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

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

A Free Methodist Church Bishop, L. R. Marston, led Central until the next president, Orville S. Walters, could be named later in 1939. Injured in a different car accident during his time as a faculty member under President Stoll, Walters recovered from his injuries and, in a public testimony, said that he believed he had been spared for an important task. Walters was Central's youngest president, assuming the presidency at age 37. During his time as president, he commuted to Lawrence by train to finish his medical degree.

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

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

Under pressure from the government because of the wartime shortage of doctors, Walters left the Central presidency in 1944 for a full-time medical career. Dean Warren McMullen and Charles Fairbairn, a bishop of the Free Methodist Church, served as 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 Vice President of Academics, Kline was especially interested in strengthening the school's academic areas. Central closed its high school program after the spring of 1965. Interterm (January) courses were introduced in 1969.

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

Under Kline, Central drew up a mission statement. In 1973, the popular summer share/ministry team, Living Faith, formed. In 1974, Central first received regional accreditation from the North Central Association, in great

part due to the diligent documentation and writing undertaken by both President and Mrs. Kline.

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

President Kline and Reverend Johnson, an assistant pastor at the McPherson Free Methodist Church, survived a fatal auto crash in August 1969 that claimed the life of the dean of students, Merle Olson. Following the tragic wreck, Kline related that he returned to his post with a renewed sense of mission for 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 Vice President of Academics Jerry Alexander, the Bachelor of Science in Ministry was approved by the North Central Association.

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

The six-plex/multi-plex building was officially named Kline Hall in 2000 after President and Mrs. Bruce Kline. The Hall was remodeled in 2002. 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 – serving for 35 years as the chief academic officer. He continued to serve as Provost and Vice President of Academics for two more years.

Into the Future

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

In 2010, the education department added English to its secondary education program. In 2011, the Department of Professional Education began to offer degree completion programs in criminal justice, health information management, healthcare administration, and healthcare management. In 2013, Central Christian will complete a Self-Study and Accreditation by the Higher Learning Commission. As 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 institution is higher education, but what sets Central Christian College of Kansas apart is her goal to help students find balance in their lives as they build on the foundation of Christ.

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



BUILDINGS

Administration Building, 1904

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

Residence Halls

Stoll Hall (1927), Parsons Hall (1965), Gillespie Hall (1980), Kline Hall (1992), and the Tri-Plex apartments (1968-69) are designed to house 335 students and include lounges, laundry areas, and resident directors' apartments. Central also has a number of units designed for married students.

Broadhurst Student Center, 1964

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

Mingenback Family Life Center, 1971

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

Lloyd S. Alleman Building, 1985

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

Wesley Black Fine Arts Center/ Robert Greer Auditorium, 1987

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

Briner Library/Reimer Business Center, 1988

The first floor houses the Archives Room (maintained by the Central Christian College of Kansas Historical Society) and Briner Library, which provides research access, online library catalog, multimedia technology services, and classrooms.

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

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

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

Ed Pyle Sports Complex, 2000

The Ed Pyle Sports Complex includes the main offices for the Sport Science and Health Department, a 1,200-seat gymnasium (with two cross-court areas for volleyball and basketball practice), a fitness center/weight room and coaching offices. The original gymnasium has a basketball/volleyball court, baseball batting cage, golf driving net and indoor soccer accommodations. The complex also includes locker rooms for home and visiting teams, as well as for coaches and officials.

Athletic Fields

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

SCHOOL OF PROFESSIONAL EDUCATION

MISSION

In alignment with the mission of Central Christian, the School of Professional 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 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 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 Education.

On Ground Adult Degree Completion

The on-ground Degree Completion Program is designed to serve students who 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 hours of credit.

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. 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 Program³. 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, the strategic initiative serviced working adults needing to complete an accredited degree in business.

It was that same year that 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 innovative its systems in order to provide the highest quality educational experience, without constraining the student 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 Education utilizes a number of different learning systems. The primary learning management system used by CCC is eCollege. The chief goal of these systems is to provide an access point for students to access course materials, links, videos, discussion boards, and other classroom related tools and resources. Another LMS is V-Camp, which is an iPad learning environment. This format combines text and classroom experiences in a convenient format.

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.

³ Central Christian College is currently working with the Higher Learning Commission to gain full approval for full-degree programs online. Status updates may be requested through the School of Professional Education Office or by contacting the Higher Learning Commission.

ACCREDITATION STATUS

On-ground and online degree completion programs are fully recognized by the Higher Learning Commission (North Central Region). Central Christian College of Kansas is currently seeking recognition by the Higher Learning Commission to offer full degrees online.

CODE OF CHARACTER

In light of the institutional mission to provide a Christ-centered education for Character, students associated with the School of Professional Education are subject to the Central Christian College of Kansas Code of Character. It is understood that not all students may necessarily agree with the contents of the code, but submission to the code is part of the educational experience as stated in Central's mission.

- 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.

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.

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 institution. Credits earned at the institution may not transfer to all other institutions.

STUDENT LIFE - RESIDENTIAL

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.

In brief, these terms rule out entirely the use of, or participation in, the following: use of drugs for other than medicinal purposes, 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 be developing 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.

Central Christian College of Kansas does not have a dress code. A variety of styles of clothing can be seen from year to year as fads and fashions change. We do ask students to dress modestly. We also ask that students refrain from wearing t-shirts and hats that advertise alcohol or tobacco

and/or are obscene. Footwear is to be worn at all times in all buildings, except residence halls, according to state law.

WORSHIP AND SPIRITUAL GROWTH

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

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

Group worship in church services is another value in which all are expected to share. Students who belong to denominations other than Free Methodist may attend their own churches. Church attendance is expected.

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

RESIDENCE HALL LIVING

Central Christian College of Kansas is primarily a residential campus with 80% of all students living in campus housing. All students are required to live in college owned housing unless they receive permission otherwise. 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 certain 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 are locked up by 11:00 p.m. Monday through Friday, and 1:00 a.m. on Friday and Saturday.

- 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 Dean of Student Development. The Dean, in consultation with his staff, will make timely warnings to the appropriate people as each situation arises. The Dean will hold confidential the identity of the victim/witness who makes the report. The Dean 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://www.centralchristian.edu/current/clercyactreport.pdf>
- Resident Advisors (RAs) will be available to help students while they become accustomed to dorm life. RAs function as liaisons between students and administration 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 the 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 CCC 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, etc. 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 works hard to provide three nourishing meals every day. This includes home-baked pastries, a salad and sandwich bar, 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, and the meals are served cafeteria style.
- All students who reside in College housing are required to be on the College meal plan.

STUDENT ACTIVITIES COUNCIL

All students carrying 7-plus credit hours 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, etc.

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

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:

- 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.
- 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.
- 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.

- S.T.O.R.M. (Students Taking On Real Ministries) 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.
- Social Awareness Board seeks to educate students to reclaim Gods 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 is a comprehensive center providing students with an array of academic and vocation services essential to their academic and professional success. We offer the student 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
- Developmental classes
 - EN-CP 101 Studies in Grammar and Vocabulary (2 credits)

This course is for students who require additional help in mastering the English composition courses, allowing them to further inquire about grammar and vocabulary not covered in the English composition courses.

- EN-CP 100 Fundamentals of Written English (2 credits)
This course is for ESL/ELL students needing skills in implementing academic college English skills.
- GS-ST 100 Study Techniques (2 credits)
This course is designed to give students study skills and learning strategies in order to become successful college students.

Student Success:

- 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 will explore the aspects of vocation, call, and career. Students are introduced to career flow, 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 that student with a disability of equal access to all programs, activities and facilities at Central Christian. The Office of Student Success will make all reasonable academic aids and accommodations for their disabilities with the goal of providing the student 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. Please don't wait until the student has no way 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 Pat Muntz in the Student Success office.
2. Academic alerts need to be filled out online. These are automatically sent to Pat Muntz, Missy Mayse, Bev Kelley and Chris Smith. Missy will make copies of the alert and send it to the student, advisor, coach and student development 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.

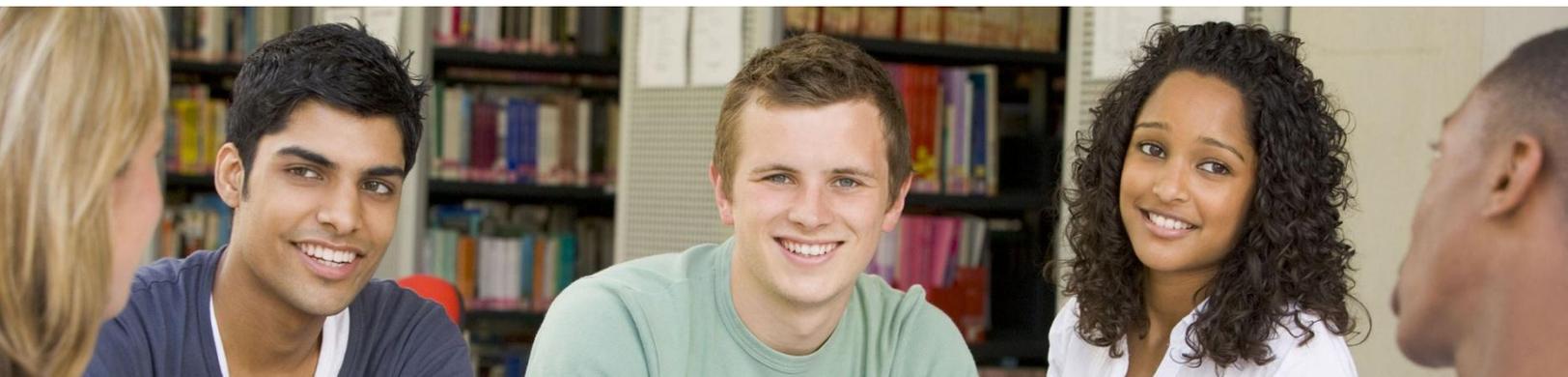
NOTE: Realizing that new students arriving in August may not have any other transportation resources, the Admissions Office arranges rides to the College from the Wichita airport (not Kansas City or Oklahoma City) or the train or bus stations in Salina, Hutchinson, or Newton at the beginning of the year 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. The College nurse keeps a medical file for each student, which includes health history. The student health office, located in the Broadhurst Student Center, is open 11:30 a.m. - 1:00 p.m. Monday-Friday for access to medical care.

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.



ADMISSIONS – RESIDENTIAL

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 assist 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

have applications specific to their status]

2. Application Fee

Unless waived by the college, a \$20.00 non-refundable, non-transferrable application fee is required. Checks should be made payable to Central Christian College of Kansas

3. Academic Records

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 and illustrating a minimum C+ average (2.6 on a 4.0 scale)⁴. *An official final transcript, verifying completion, will need to be submitted upon graduation.*
- b. An official, final high school transcript showing a minimum C+ average (2.6 on a 4.0 scale), if the student has already graduated from high school. Alternative diploma's or certificates of attendance are not acceptable.
- c. A GED certificate with scores averaging 52 or higher.

Students with any prior college coursework, including credit earned through a concurrent enrollment program must submit official transcripts. If the student has earned credit outside of a concurrent enrollment program, he or she will need to meet the admission requirements for a transfer student.

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 minimum scores used for acceptance are an ACT composite score of 18 or higher or an SAT score of 860 or higher (math and critical reading sections combined).

⁴ If the transcript is derived from a Home School learning experience, the transcript will need to be signed by the parent verifying that the student has completed a secondary school education in compliance with applicable state laws. The document must be a transcript and not a portfolio, copy of assignments or projects, awards, or certificates. An example of a homeschool transcript can be forwarded by emailing admissions@centralchristian.edu.

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 need two 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.

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.

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 Evaluation 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 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 credit hours eligible for transfer. Students may still need to complete certain Christian Worldview requirements, which are not included in the *Admissions - Residential*

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 AP)

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 resident of the United States. Students who complete the application process will receive the required SEVIS Form I-20 upon verification of documents.

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/ug/adm-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 \$25.00 USD. Students submitting an application by mail may pay with:

 - a. A debit or credit card over the phone by calling 1-620-241-0723 x 337
 - b. A check or money order made out to: Admissions Office, 1200 S Main, P.O. Box

3. Financial Guarantee Form

A completed CCC Financial Guarantee Form to meet financial requirements to attend on a F-1 student visa including:

- a. Signature of applicant with understanding of cost of education.
- b. Signature of Affidavit and understanding of cost of education by the Guarantor.
- c. Signature and Seal of the financial institution of the Guarantor.

4. Immunization Records.

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).

6. Official Transcripts

In order for Central Christian College of Kansas to assess credits from a foreign institution, the transcript must first be translated and evaluated. The following agencies are recognized by Central Christian College of Kansas as valid transcript translators:

- o Center for Educational Documentation [www.cedevaluations.com]
- o International Education Consulting (IEC) [www.interedconsulting.com]
- o World Education Services [www.wes.org]

INTERNATIONAL TRANSFER (FROM A SCHOOL WITHIN THE U.S.)

In addition to those things listed above, 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 complete a SEVIS Transfer Request Form with the application for admission. This form will indicate the student's current visa status and SEVIS transfer date. This

form must be received in addition to the Financial Guarantee Form prior to Central Christian College of Kansas's issue of a Form I-20. It is the student's responsibility to maintain his or her F-1 student status and to complete the instructions below.

1. Notify the current school of intent to transfer.
2. Complete the top portion of the SEVIS Transfer Request Form prior to acceptance at Central Christian College of Kansas.
3. Have the Designated School Official (international student advisor) at the current institution complete the bottom portion of the form.
4. Arrange with the current school for a date on which to electronically release the SEVIS record to CCC, then promptly return the SEVIS Transfer Request Form.
5. After the release date, CCC will produce a Form I-20 and send it to the student. A Form I-20 cannot be produced until after the release date submitted by the current school.

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 hours) at Central Christian College of Kansas may apply and enroll directly through Central's Academic Office. If the student wishes to enroll in 6 hours 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 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.

ADMISSIONS – SCHOOL OF PROFESSIONAL EDUCATION

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.

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
School of Professional Education
PO Box 1403
1200 S Main St.
McPherson, KS. 67460

Phone: 1-800-364-6936

Fax: 1-620-504-5142

Website: www.centralchristian.edu

APPLICATION FOR ADMISSION: FULL DEGREE PROGRAMS

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

1. Application

2. Academic Records

An official, final high school transcript with graduation date from any high school (public, private, or home) provided the student has a minimum C- average (2.00 on a 4.0 scale). A GED certificate with scores averaging 40 or higher may be substituted for a final high school transcript with graduation date. Alternative diploma's or certificates of attendance are not acceptable

- a. If the student is still attending high school, a preliminary official transcript can be used for admittance. Upon graduation, an official transcript, with

graduation date, will need to be submitted for enrollment.

- b. Copies, student copies, unofficial documents, copies of official documents. Diplomas or certificates, scanned images, etc. do not qualify as official documents. While these documents can be used to provide initial assessment of college readiness, they are not sufficient for enrollment into a program.
- c. Students with any prior college coursework, including credit earned through a concurrent enrollment program, must submit official transcripts.

If the applicant has attempted under 24 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).

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.

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 attended⁵. 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.

⁵ If the applicant has attempted under 24 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).

See the Transfer Evaluation section of the catalog for more information concerning transfer credits.

- COMPASS scores [Reading – 81, Algebra – 39, Writing Skills – 59, Written Essay – 6]
- ACCUPLACER [Reading – 78, Algebra – 63, Sentence Skills – 80, Written Essay – 6]

APPLICATION FOR ADMISSION: DEGREE COMPLETION PROGRAMS

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

1. **Application:**
<http://www.centralchristian.edu/admissions/dc/applynnow.asp>
2. **Secondary Academic Records**
An official, final high school transcript with graduation date from any high school (public, private, or home) provided the student has a minimum C- average (2.0 on a 4.0 scale). A GED certificate with scores averaging 40 or higher may be substituted for a final high school transcript with graduation date. Alternative diploma's or certificates of attendance are not acceptable

3. **Post-Secondary Academic Records**
Students seeking admission into a Degree Completion program must demonstrate a minimum of 45 post-secondary credits earned (thirty of those credits must be earned from a regionally accredited institution of higher learning or from a USDE and CHEA recognized institution), with a cumulative GPA of 2.0 or above. The GPA is figured by assessing all credit hours attempted, requiring that the student submit a transcript from every post-secondary institution attended.

Transcribed military credits will be treated as equivalent to courses taken at a post-secondary institution. Courses not recorded on a transcript are not eligible for admission, though they may be considered for transfer.

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

PROVISIONAL ACCEPTANCE

Students whose cumulative high school or college GPA is below 2.0, can request special consideration by the Director of Admissions and the Dean of the School of Professional Education to receive *provisional* acceptance. In order to do so, the student must provide evidence of college readiness by submitting one of the following:

- 18 ACT or 860 SAT (*critical reading and mathematics*)

Students on provisional acceptance are required to pass the first term courses with a 1.7 cumulative GPA. The student's performance will be evaluated after the completion of their third course and a decision regarding their participation in future courses will be made.

Students who do not meet these conditions will be asked to exit the program and will be required to attend another accredited institution of higher learning and achieve a minimum cumulative GPA of 2.0, after a full semester (12 attempted credits) before re-admittance will be considered.

ENROLLMENT

Acceptance into Central Christian College of Kansas does not guarantee enrollment into classes. In order for enrollment to occur the following needs to be complete:

1. Receipt of FASFA, unless Financial Aid has been waived.
2. Official Transfer evaluation
 - a. Receipt of all *official*, final college transcripts from all prior colleges attended. The student should request a transcript from every college where one or more courses have been attempted to be sent to Central Christian College of Kansas School of Professional Education.
 - b. Students seeking credits for professional experience or certification will need to complete an appointment with a program representative and submit all paperwork.
3. Receipt of official, final high school transcript or GED with scores.

Students that are found to have missing documents can potentially lose Financial Aid and hinder enrollment in future classes.

CONDITIONAL ENROLLMENT STATUS

Students wanting to begin classes, but are still waiting on official documents to arrive or are in the process of securing documents for verification, can request Conditional Enrollment Status. This status will allow the student to enroll in the first class, while documents are being processed. All documents need to be on file with the College by the end of the first class or the student is not eligible to register for future courses

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, therefore causing the student to not 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.

TEST SCORES (ACT, SAT, CLEP AND AP)

1. Sent directly from ACT or SAT to our office. Please enter the following school codes:
 - a. CCK school code for having ACT scores: 1394.
 - b. CCK school code for SAT scores: 6088.
2. Mailed by the student, provided the scores were received directly from company. Web-based scores which can be retrieved online by the student are not accepted.
3. Included on an official transcript.
4. Electronically sent directly from the organization.

If credits have been earned through a concurrent program, an official transcript from the partnering college will be needed.

INTERNATIONAL STUDENTS

In order to gain acceptance, the international student must provide the following⁶:

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
- b. Download, print, and submit through the mail
- c. Request application through the mail, to be submitted through the mail

2. **Financial Guarantee Form**

A completed CCC Financial Guarantee Form to meet financial requirements to attend on a F-1 student visa including:

- a. Signature of applicant with understanding of cost of education.
- b. Signature of Affidavit and understanding of cost of education by the Guarantor.
- c. Signature and Seal of the financial institution of the Guarantor.

3. **English Proficiency Scores**

Students whose primary language is other than English, must provide TOEFL scores (Internet Based: 64, Computer Based: 173, Paper Based: 500).

4. **Official Transcripts**

In order for Central Christian College of Kansas to assess credits from a foreign institution, the transcript must first be translated and evaluated. The following agencies are recognized by Central Christian College of Kansas as valid transcript translators and assessors:

- Center for Educational Documentation [www.cedevaluations.com]
- International Education Consulting (IEC) [www.interedconsulting.com]
- World Education Services [www.wes.org]

INTERNATIONAL TRANSFER (FROM A SCHOOL WITHIN THE U.S.)

In addition to the items listed above, International students seeking a residential transfer to Central Christian College of Kansas from other educational institutions (high school, college, university or intensive English institute) within the US must complete a SEVIS Transfer Request Form with the application for admission. This form will indicate the student's current visa status and SEVIS transfer date. This form must be received in addition to the Financial Guarantee Form prior to Central Christian College of Kansas's issue of a Form I-20. It is the student's responsibility to maintain his or her F-1 student status and to complete the instructions below.

1. Notify the current school of intent to transfer.
2. Complete the top portion of the SEVIS Transfer Request Form prior to acceptance at Central Christian College of Kansas.
3. Have the Designated School Official (international student advisor) at the current institution complete the bottom portion of the form.

⁶ This application process does not provide for residential students status.

4. Arrange with the current school for a date on which to electronically release the SEVIS record to CCC, and then promptly return the SEVIS Transfer Request Form.
5. After the release date, CCC will produce a Form I-20 and send it to the student. A Form I-20 cannot be produced until after the release date submitted by the current school.

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 POLICIES

TRANSFER CREDIT

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

GENERAL GUIDELINES AND STIPULATIONS

- Students must submit *official* documentation of all appropriate paperwork (e.g.: final H.S. Transcript, GED [with score], College Transcript, Form DD214, etc.).
- Transfer students need to complete 30 of the last 60 hours through Central Christian College of Kansas, regardless of major-related requirements.
- Students transferring from two-year institutions may only transfer up to 64 credit hours from those two-year institutions.
- Students may transfer a maximum of 90 credit hours into Central Christian College of Kansas⁷.
 - 30 of these credit hours may be *test-out* credit, including Advanced Placement, IB, and CLEP.
 - 30 of these hours may be satisfied through Military Credits.
 - 30 of these hours 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 credit hours, regardless of the number transfer credit hours allowed.
- Student copies or unofficial transcripts cannot be used for official audits.
- Veterans must submit a transcript of Military Studies (Form DD214, Form 295, AFTS, USAFI, DANES).
- Students transferring into a Degree Completion program with a deficit in credits will be required to sign a Transfer Credit Acknowledgment prior to admittance.

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

⁷ Specific programs may limit the amount of hours that are applied to the transcript.

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, grades of D-/ + may transfer if the grade was awarded prior to the completion of the degree.⁸
- Grades of D-/ + awarded as part of a sequence of courses (those requiring the course as a pre-requisite) will be assessed for transfer, if the subsequent course was passed with a C- or above.
- Grades of D-/ + associated with lab courses, earning separate grades for the lecture section and the lab, will be assessed if the grade was awarded in association with the lab portion of the course and the combined grade point average for the lab and the lecture section is above a 1.7.

Grade point averages do transfer with the residential student, but do not for students enrolled in the Professional Education program. Course with grades designated as “Passing” can also be awarded credit.

Hour Conversion

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

Credit Evaluations and Adjustments

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

TRANSFER COURSE EQUIVALENCY GUIDE

Subject	Course Examples
---------	-----------------

⁸ Students transferring credits related to a completed Associates of Associate in General Studies may receive special consideration for General Education courses that have a D-/ +.

Speech: Courses focusing on verbal communication.	Introduction to Speech, Speech, Principles of Speech, Interpersonal Communication, Professional Communication
Humanities: Courses focusing on the aesthetic disciplines or experiences.	Language, Art, Architecture, Music, Literature, Visual Arts, Dance, Theatre
Mathematics	College Algebra or Higher Math Course
Natural Science: Science related courses with a Lab	Biology, Environmental Science, Geology, Zoology, Earth Science, Astronomy, Physical Science
Philosophy: Courses focused on critical thinking or fundamental values/beliefs.	Philosophy, Ethics, World Religions. Comparative Religions
Social Science: Courses focused on the role of social forces upon the individual or society at large.	Anthropology, Archeology, Criminal Justice, Cultural Studies, Economics, Geography, History, Government, Political Science, Law. Psychology, Sociology
Wellness: Courses focused on the promotion of health and wellness.	Fitness & Wellness, Wellness for Life, Personal Health, Community Health, Lifestyle Awareness.

- Professional Development (PD) and Continuing Education Units (CUE) are not eligible for transfer consideration
- Remedial courses (those with course designations beginning with "O") are not eligible for transfer under any circumstance.
- Transfer credits that are applied to the major must match the level articulated in the major. Transfer classes that match upper level major requirements, but are not upper level will not be applied to the major
- 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.

CATEGORY TWO – NON-REGIONALLY ACCREDITED INSTITUTIONS

Course work completed at a post-secondary institution, which does not have regional accreditation, can be considered on a case-by-case basis if the institution has the recognition of an accrediting agency and is recognized as Title IV eligible (as articulated by the Department of Education:

http://www2.ed.gov/admins/finaid/accred/accreditation_pg9.html).

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 be recognized by the Department of Education as Title IV eligible.
- Grade of "C-" or better
- Grades considered for transfer typically are "A", "B", "C", "Pass", or "Satisfactory"
- Remedial courses (those with course designations beginning with "O") are not eligible for transfer under any circumstance.
- Professional Development (PD) and Continuing Education Units (CEU'S) are not eligible for transfer consideration

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 Commission of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Colleges and Schools

Stipulations related to Category One transfer credits:

- Official transcripts (not copies) must be forwarded to the Registrar's office
- Grade of "C-" or better
- Grade must be an "A", "B", or "C". "Pass" or "Satisfactory" will transfer, but will not affect GPA.

- 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
- Credits awarded on the transcript from a standardized test will not be accepted. Official documentation from the standardized test organization must be submitted for Category Four assessment.
- Credits awarded on the transcript for prior learning will not be recognized. Official documentation (portfolio) will need to be submitted in accordance with Category Six assessment.

CATEGORY THREE – ARTICULATION AGREEMENTS

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

CATEGORY FOUR – STANDARDIZED EXAMS

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

The following stipulations must also be met:

- Credits must be equivalent to courses outlined in the catalog of record.
- Original documentation must be on file at Central Christian College of Kansas in order for credits to be assessed.

The following are accepted organizations for standardized examinations.

Advanced Placement (AP)

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 the high schools. They are usually culminating exams for high school students enrolled in honors courses.

Students must score a 3, 4, or 5 on the exam to receive college-level credit. In the chart below are listed the specific credits associated with the appropriate AP exam scores. Credit for AP exams will be recorded on the CCC transcript, with a grade of "P". AP exams cannot be used to repeat a class already completed.

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

AP Exam Title	Score	Equivalencies
Art History	4	HU-AR 101 Art Appreciation (3) HU-AR 102 Survey of Art (3)
Biology	4	NS-BI 101 General Biology (4)
Chemistry	4	NS-CH 102 General Chemistry (4)
Spanish	3	HU-FL Spanish I & II (8)
Spanish	4	HU-FL Spanish I, II, III (12)
Spanish	5	HU-FL Spanish I, II, IV (16)
Computer Science A	4	BS-CP Introduction to Information Technology (3)
English Language & Composition	3, 4, 5	EN-CP 104 English Composition I (3)
Environmental Science	3	NS-BI 100 Environmental Science (4)
European History	4	SS-HI 103 History of Western Civilization (3)
Human Geography	3	GEOG 102 Cultural Geography (3)
Macroeconomics	4	BS-EC 261 Macroeconomics (3)
Microeconomics	4	BS-EC 260 Microeconomics (3)
Mathematics: Calculus AB	3	NS-MA 111 Calculus I (4)
Mathematics: Calculus BC	3	NS-MA 111 & 112 Calculus I & II (8)
Music: Theory	3	MU-MS 105 Music Appreciation (3) MU-MS 106 Survey of Music (3)
Physics B or C	3	NS-PH 205 General Physics
Psychology	3	SS-PY 110 General Psychology (3)
Statistics	3	NS-MA 209 Statistics (3)
United States Government & Politics	3	SS-PO American Government (3)
United States History	3	SS-HI 105 & 106 United States History (6)
World History	3	SS-HI 103 & 104 History of World Civilization (6)

College Level Examination Program (CLEP)

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

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

CLEP Exam Title	Score	Equivalencies
Principles of Accounting	50	BS-AC 220 Financial Accounting (3) BS-AC 221 Managerial Accounting (3)
American Government	50	SS-PO 203 American National Government (3)
American History I	50	SS-HI 105 U.S. History (3)
American History II	50	SS-HI 106 U.S. History (3)
American Literature	50	EN-LT 301 American Literature (6)
Analy & Interp Literature	50	EN-LT 205 Introduction to Literature (6)
Biology	50	Science Elective (3)
Calculus	50	NS-MA 111 Calculus I (4)
College Algebra	50	NS-MA 104 College Algebra (3)
College Algebra/Trigonometry	50	NS-MA 105 College Trig/Anyl. Geo (5)
College Mathematics	50	NS-MA 201 Survey of Cont. Math (6)
Educational Psychology	50	ED-CC 280 Educational Psychology (3)
English Composition	50	EN-CP 104 English Composition (3)
English Literature	50	EN-LT 205 Introduction to Literature (6)
Financial Accounting	50	BS-AC 220 Intro. to Financial Accounting (3)
Freshman College Comp	50	EN-CP 101 English Composition I (6)
Humanities	50	General Education Humanities (6) [Two Areas]
Principles of Macroeconomics	50	BS-EC 261 Macroeconomics (3)
Principles of Management	50	BS-MG 351 Principles of Management (3)
Principles of Marketing	50	BS-MG 352 Principles of Marketing (3)
Principles of Microeconomics	50	BS-EC 260 Microeconomics (3)
Natural Sciences	50	Natural Science Electives (6)
Psychology, Introductory	50	SS-PY 110 General Psychology (3)
Social Science & History	50	Social Science Elective (6)
Introductory Sociology	50	SS-SO 202 Principles of Sociology (3)
Spanish Level 1	50	HU-FL 108/109 Spanish I & II (8)
Spanish Level 2	63	HU-FL 208/308 Inter. Spanish/Adv. Spanish (8)
Trigonometry	50	NS-MA 105 College Trig. & Anyl. Geometry (2)
Western Civilization I	50	SS-HI 103 History of World Civilization (3)
Western Civilization II	50	SS-HI 104 History of World Civilization (3)

DANTES Subject Standardized Tests (DSST)

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

International Baccalaureate (IB)

Transfer Credit Policies

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 a foreign transcript. Transfer credit will only be considered from institutions recognized by the government of the country in which the institution is located. In order for Central Christian College of Kansas to accept credits awarded from a foreign institution, the transcript must first be translated and evaluated. The following agencies are recognized by Central Christian College of Kansas as valid foreign transcript reviewers:

- Center for Educational Documentation [www.cedevaluations.com]
- International Education Consulting (IEC) [www.interedconsulting.com]
- World Education Services [www.wes.org]

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

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

Prior learning credits may be an appropriate avenue if the applicant can demonstrate attainment of course related learning outcomes through applied learning situations such as, work related competencies, licensure, certification, or on-the-job training. Credits earned through Prior Learning Assessment may be held in escrow until the student has completed at least 25% of the program at Central Christian College of Kansas. *Upper division courses are not eligible for Prior Learning Credits.* The specific steps through which students need to progress in order to receive credit is available through the School of Professional Education.

Stipulations associated with Credits for Prior Learning:

1. Credits for prior learning may not be applied towards grade forgiveness for a course previously completed. Students may not receive credit for prior learning for courses in areas where he or she has received college credit for equal courses or more advanced work.
2. Credits for Prior Learning do not affect GPA since no grade is actually awarded. The transcript will simply designate the number of hours awarded.

3. Credits awarded for Prior Learning cannot be applied to General Education requirements or to requirements associated with the major.
4. Credits for Prior Learning must be documented before credits can be awarded.
5. No more than 30 hours of credit can be earned through Credits for Prior Learning.
6. There is a \$50.00 fee for each petitioned credit hour. The fee is to cover the evaluation of the credits not the number of credit hours awarded.
7. Students can earn 1, 2 or 3 credits per portfolio submitted. Additional credits will require the submission of additional portfolios to graduate.
8. Credit will only be awarded if approval is granted from a recognized faculty of Central Christian College of Kansas or an approved Subject Matter Expert. When no qualified evaluator can be identified, no credits will be awarded.
9. No more than three hours may be awarded for any one training experience.

There are two types of Credit for Prior Learning. They include CPL and TPT

	CPL	TPT
Description	Credits earned through the submission of a portfolio, which is evaluated by a Subject Matter Expert and then submitted to the Registrar and Dean for final confirmation.	Credits earned through the submission of a certificate, license or other documentation verifying hours spent in formal training or education.
Earned By	Portfolio evaluation by Subject Matter Expert	Submission of documentation and verification from Department Chair, Registrar, and appropriate Dean
Maximum Credits	30 (If no TPT credits awarded)	30 (If no CPL credits awarded)

CATEGORY SEVEN – MILITARY CREDIT

Central Christian College of Kansas recognizes the transferability of learning received as part of military training. The recommendations outlined by the American

Council on Education will serve as a guide when assessing military credit for transfer.

- a) Army: Individuals serving in the Army will need to submit the following
 - Copy of the discharge paper (DD214)
 - AARTS transcript (Army/American Council on Education Registry)
 - SQT or EER rating for any MOS held
 - Completion forms for any courses completed but not listed on the DD214
- b) Navy, Marines, and Cost Guard: Individuals serving in the Navy will need to submit the following
 - Copy of the discharge paper (DD214)
 - Completion forms for any courses completed but not listed on the DD214
- c) 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 Science) with a maximum of 64 credit hours eligible for transfer. Students may still need to complete certain Christian Worldview requirements, which are not included in the General Education requirements, but are a part of the educational requirements mandated by the College. Students graduating from the Community College of the Air Force (CCAF) with a Professional Certification 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.

FINANCIAL AID - RESIDENTIAL

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 Department of Professional Education 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. Student's enrolled full-time (minimum of 12 credit hours per semester) may be eligible to receive all federal aid, all state aid, and all institutional aid in which Central Christian College of Kansas participates. Students enrolled three-quarter time (9-11 credit hours per semester), may be eligible for three-quarters of any Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG) and Federal Work Study. Students that enroll at least half time are eligible for full Federal Stafford Loans. Students enrolled less than half time (1-5 credit hours per semester), may be eligible for prorated Federal Pell Grants.

PROCEDURE

Students who are admitted to Central Christian College of Kansas will receive a preliminary Financial Aid Award Notice starting in the spring preceding the fall semester. Once the Student Aid Report (SAR) is received and all

Transfer Credit Policies

additional financial aid documentation is provided, the Financial Aid Director will provide the student with an Official Financial Aid Award Notice. The student must accept the awards prior to their disbursement.

Students who have an Official Financial Aid Award Notice prior to the beginning of the 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) will be applied to the student's account within three days of disbursement.

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

The Business Office will notify the 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 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. In 2012-2013, Pell Grants ranged from \$555 to \$5,550.

Federal Supplemental Educational Opportunity Grant

Federal Supplemental Educational Opportunity Grants (FSEOGs) are available to students with financial need as

determined by the Need Analysis System. FSEOGs will be awarded to students who have high need and Federal Pell Grant eligibility. These grants range from \$300 to \$500 per year.

Kansas Comprehensive Grant

Residents of the state of Kansas attending a Kansas private college may be eligible for \$500 to \$3,000 under the Kansas Comprehensive Grant (KCG) program. A FAFSA must be received by the Department of Education by April 1. This grant is then awarded according to financial need. Eligible students must be enrolled full-time (minimum of 12 credit hours per semester).

Junior/Senior Grant

All returning juniors and seniors paying room and board are eligible to receive \$1,000. A minimum 2.25 GPA is required.

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 year 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). Church Matching Grant Form must be on file within the first month of the semester for grant consideration.

Music/Drama/CCM Talent Grants

On-campus auditions for these talent-based grants are by scheduled appointment. Please contact the Admissions Office for more information.

Athletic Grants

Athletic grants are available in each sport and awarded by coaches. These grants are a supplement to our academic scholarships. We do not offer full tuition athletic grants.

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.

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 2012-2013 loans the interest rate is fixed at 3.4%. The federal government will pay the interest until the student graduates, leaves school or drops below half-time and his/her repayments on the loan begin. Repayment of these loans may be extended over a ten-year period. There will be a 1% origination fee charged by the Department of Education and a .5% rebate given back. The Central Christian College of Kansas Financial Aid Office will help determine eligibility.

Unsubsidized Federal Stafford Loan

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

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

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

Federal 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 \$4,000 per year in the Federal Perkins Loan program, and Central Christian College of Kansas policy requires that students must have already borrowed the Federal Stafford Loan unless approved otherwise by the Director of Financial Aid. 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 at a fixed interest rate at 7.9%.

SCHOLARSHIPS

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 hours per year), and fees, each year of eligibility; must be named as a National Merit semi-finalist and be approved at a pre-scheduled, on-campus interview; must maintain a 3.50 cumulative GPA to renew annually.

Presidential/Dean’s Scholarships

Testing for the Presidential & Dean’s Scholarships occurs in September, November, February and April. The Admissions Office can provide actual dates.

Financial Aid - Residential

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 \$20 applicants 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 \$10,000 per year
- All Dean’s Scholarship winners receive \$8,000 per year
- Five (5) Presidential Scholarships and five (5) Dean’s Scholarships will be awarded annually
- Renewable each year for a total value of \$40,000 (Presidential) or \$32,000 (Dean’s) as long as 3.0 cumulative GPA is maintained

Central Academic Scholarships

Central Academic Scholarships are based on a formula involving each student’s cumulative high school GPA and ACT/SAT scores. The formula is $(ACT \times 2.78) + (GPA \times 25)$. Please contact the admissions office for an ACT equivalent to SAT.

Score	Scholarship	Amount
180+	Trustees	\$9,000
165-179	Heritage	\$7,500
125-164	Founders	\$5,000
105-124	Central	\$2,500

Transfer Scholarships

Students who have attempted 24 college credit hours or more are considered transfer students and are eligible for the following transfer scholarships:

GPA	Scholarship	Amount
3.75+	Heritage	\$7,500
3.0-3.74	Founders	\$5,000
2.0-2.99	Central	\$2,500

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 Haddock Cottrill
- James M. Crouse
- Elmer & Velma Dalke
- CM Damon
- Deaconess Hospital
- David and Ella Dickerson
- Ward & Jessie Evans
- Ralph Dickerson Family
- Dixon Memorial
- Ezell Family
- John and Claudine Ferrell
- Orville and Mable Gilbert
- Clayton and Helen Gillette
- Ross and Alice Green
- Robert M. & Opal B. Greer
- 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
- Orville and Helen Hepler
- Hodson-Bowley
- Lela H. Honkonen
- Altha J. Hudson
- Keith and Betty Ivers
- Cal and Dora Jeffries
- John E. and Donna Johnson
- Orrin and Martha Johnson
- Clarence M. & Beth Deardorff Joy
- George and Carrie Kline
- Ed and Cora Knaak
- Norene A. Leth
- Ligon-Kissel
- Justin Longenecker
- Charles & Fern Lowe
- Grace Cadwallader Lowe
- Claude and Juliet Ludwick
- Robert T. Maddox Family
- Martha Cecile Martin
- Arthur and Marjorie McClelland
- Ernest and Margaret Mikesell
- Burr O. & Jane Miller
- Forrest & Martha Miller
- Carl T. Moore
- Paul Moore
- Cecil P. and Lula E. Murphy
- Galen R. Myers
- John and Esther Myers
- Marven O. Nelson
- Robert and Cleora Nelson
- Merle S. Olson
- Anna E. Phillippi
- G. Ray Phillippi
- Gilbert and Orpha Pine
- J.T. and Harriett Pyle
- Edwin T. & Reva Pyle
- Eleanor L. Pyle
- E. Paul and Majorie Reedy
- Willis and Janie Reimer
- Grace Rhodes
- Jennie Richardson
- Rev. Charles N. Root Ministerial
- Don and Joyce Rounds
- H.C. and Arlene Kissel Rustin
- Albert and Sarah Schad
- Doramae Shepard
- Hugh & Alice Short
- Archie and Lillie Smith
- Rex and Max Snider
- C. Warner and Beulah M. Spann
- Spencer Family
- Barbara Steele
- Charles and Emma Stoll
- Stuart/Odermann
- United Parcel Service
- Victor Rodney and Inez Vorhees
- Paul and Vera Walls
- Eldon and Arlis Wellman
- Wessington Springs
- D.I. and Clara Wester
- W. Ray Zachry

WORK

Central Christian College of Kansas makes on-campus jobs available to students. Our experience shows that a student can earn up to \$1,600 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.

An off-campus employment service is maintained by the College. Off-campus jobs usually require three hours daily in a single block of time. Obviously, 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.gibill.va.gov>.

PROGRAM EXPENSES

The charges for tuition and fees are based on an average load of 14 hours per semester plus 4 hours taken in Interterm. No charges are shown for the Interterm (when a student takes 9 hours or more in both Fall and Spring) as the school costs (i.e., tuition, board and room) are absorbed in the charges for the two semesters.

- 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 hours or more in the preceding fall semester), he or she will be charged for two hours of tuition and 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 two hours tuition and for half of the monthly room and board charge (if applicable) at the current rate.

	1 st Sem	2 nd Sem
Tuition & Fees	\$9,525	\$9,525
Board & Room	\$3,150	\$3,150
Total	\$12,675	\$12,675

The above includes fixed costs only.

Estimated average costs for other expenses include:

	1 st Sem	2 nd Sem
Books	\$600	\$600
Transportation	\$500	\$500
Personal	\$500	\$500
Total	\$1,600	\$1,600

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.

GENERAL TUITION AND FEES

12 to 14 semester hours	\$9,525
Hours over 14 (per hour)	\$525

6 to 11 semester hours (per hour) \$640
(plus \$175 general fee)

1 to 5 semester hours (per hour) \$525

A student may take a combination of 28 hours between fall and spring semesters and not be charged for extra tuition. Any hours over 14 taken fall semester will be charged fall semester but those extra hours will be credited spring semester, if the total of both semesters does not exceed 28. If any hours over 14 occur spring semester there will be no extra charge, if the total of both semesters does not exceed 28. Interterm work without the accompanying two semesters will be charged at the per hour 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. Interterm hours "not taken" are not part of the formula for averaging semester hours to determine additional tuition charges.

Students enrolled in student teaching during the fall semester will be charged for any hours taken over 14 (typically 2 hours), just as regular residential students. The student teaching term is over at Christmas break and follows the College's term, thus allowing the student to take interterm and spring hours. Typically, the student enrolls in an interterm course (4 hours) and 12 hours in the spring, to avoid extra charges. If the student only enrolls for 12 hours in the spring, the spring bill will be credited from the fall overpayment.

Students who enroll in student teaching during the interterm and spring, can take 16 credit hours in the spring,

for no extra charge. Typically, this means that the student is not enrolled in any Interterm course and is enrolled in 16 hours in the fall. To verify spring billing, the Business Office will add the total number of hours for the year (fall, Interterm, spring) and charge the hourly rate for any hours over 32. DS/CE fees would apply.

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 \$100 per semester covers admission to athletic and social events, student newspaper, yearbook and other student activities, class and dorm dues. This fee is required of all students taking six or more hours (already included in full-time tuition charge).

Other Fees

Aquatics/Life Guard Training	\$200.00
Auditing, per hour.....	\$255.00
Art Course	\$60.00
Astronomy (Trip).....	\$500.00
Bowling Class	\$30.00
College Level Examination Program (CLEP/credit hour) .	\$25.00
Credit Assessment (CLEP/AP)	\$25.00
Directed Study/Internship/Practicum (per credit hour) .	\$50.00
Early/Late Examination.....	\$20.00
Earth Science	\$25.00
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
Freshman Seminar	\$30.00
Graduation.....	\$60.00
Late changes in registration	\$10.00
Transcript (official).....	\$5.00
Ministry Internship (Background Check)	\$35.00
Nutrition	\$35.00
Outdoor Recreation	\$50.00
PhotoShop	\$10.00
Photography	\$30.00
Private Music Lessons (per hour).....	\$50.00
Theater Production Courses	\$25.00
Withdrawal Fee.....	\$50.00
Youth Ministry I	\$10.00

Student Health Insurance Plan (unless waived due to other coverage).....	\$475.00
International Student Fee	\$250.00
Vehicle permit (per semester)	\$15.00
Aviation-Private Flying	\$4-5,000.00

(Estimated minimum cost for a full-time student, depending on fuel/use costs. Fees are in addition to six credit hours 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 who are sixty years 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.

LIVING EXPENSES

Meals, per semester	\$1,700.00
Dorm Room, per semester (Kline Hall, Parsons Hall, Stoll Hall)	\$1,450.00
Dorm Room, per semester (Gillespie Hall)	\$1,475.00

Anyone needing or desiring a room alone will be charged a 50% increase over the above rates if the room is available.

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 or damage of 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 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. If you are interested in this plan, please contact your admissions counselor or the Business Office.
3. Part-time students registering in 1-5 hours must pay the tuition charges upon registration. This

payment is non-refundable after the first two weeks of the semester.

- 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.
- 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.

Attempted Hours	Cumulative GPA
0-32.99	1.70
33-63.99	1.85
64-192	2.00

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL STUDENT AID

Federal law establishes that all students must make Satisfactory Academic Progress (SAP) 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 hours-** Maximum time frame to complete an undergraduate degree cannot exceed 150% of the published program length. The minimum number of credit hours required to graduate from Central Christian College of Kansas is 128 for all residential Bachelor of Science degrees and 64 for all residential Associate degrees. Withdrawals, incompletes, failures, and course repetition are counted as hours attempted on Central Christian College of Kansas transcripts and must be calculated in the number of credit hours acquired by a student. Therefore, students are eligible to receive Federal Title IV Aid for up to 192 attempted credit hours.

Transfer students will be evaluated by adding their transfer credits to their attempted credits, allowing them to receive aid for the balance of up to 192 credits. All coursework, with the exceptions of remedial courses, courses taken while in high school, and non transferable courses taken at unaccredited institutions will be considered when determining satisfactory academic progress.

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

- Pace (pass rate)** - Students must receive a passing grade in at least 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 hours attempted). Students will be evaluated based on the following GPA sliding scale:

Monitoring SAP

The Office of Financial Aid will monitor 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.

ATTEMPTED CREDITS

Attempted credits include the following:

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

FINANCIAL AID WARNING

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

The Financial Aid Warning period will consist of the next term in which the student is enrolled in classes. The student may receive aid for one term while on Financial Aid Warning without an appeal.

FINANCIAL AID SUSPENSION

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

- Failure to reach the required 67% completion rate by the end of the Financial Aid Warning period.
- Failure to reach the required GPA standards by the end of the Financial Aid Warning period.
- Attempt of the maximum number of credits – 192 for residential students, 180 for degree

completion and online students, and the previously agreed upon maximum for teacher certification students.

APPEALING SUSPENSION OF FINANCIAL AID ELIGIBILITY

If special circumstances prevent a student from meeting the 67% completion rate, GPA requirements, and/or 192 allowable credits, financial aid suspension may be appealed to the SAP Appeals Committee. An appeal reviewed by the Committee does not guarantee reinstatement of financial aid.

Appropriate circumstances include:

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

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

FINANCIAL AID PROBATION

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

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 67% and/or by meeting the GPA requirements.

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

REFUND/WITHDRAWAL POLICY

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 semester, Spring semester, and Interterm, charges will be assessed as follows:

Term	Add/Drop Date	Charges
FA & SP	1-8 days	no charge
	8-10 days	80% charge
	11+ days	100% charge
Interterm	3 days	100% charge

In the case online classes during 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 will be the same as the LDA, 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 Business 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 institution 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 Business Office receives official withdrawal notification.

2. The Return of Title IV and Institutional Refund Calculations are completed.
3. The Business Office makes any refunds due to the appropriate account, lender, agency, or to the student.
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.

INSTITUTIONAL REFUND POLICY

If withdrawal occurs within the first 60% of the term or payment period, a prorated adjustment will be made to the student's account. Beginning with the day following withdrawal, the number of days remaining in the term are divided by the total number of days in the term (beginning with the first full day of classes and ending with the last day of final exams) to determine the percentage of adjustment. Scheduled breaks of five class days or more are excluded.

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

When a student withdraws from Central Christian College of Kansas, all state awards and awards from outside sources will be credited to the student's account using the same percentages calculated above. If an outside agency allows, a larger percentage or the entire award may be used by the student to pay adjusted charges.

RETURN OF TITLE IV FUNDS

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

RETURN OF TITLE IV FUNDS DISTRIBUTION

Whenever the Department of Education's procedures result in a return of a student's Title IV awards, the

restored amount must be returned to the appropriate program sources in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Direct Stafford Loans
4. Subsidized Direct Stafford Loans
5. Federal Perkins Loans
6. Federal PLUS Loans
7. Direct PLUS Loans
8. Federal Pell Grants
9. Academic Competitiveness Grants
10. National SMART Grants
11. Federal Supplemental Educational Opportunity Grants
12. Federal Teach Grants
13. Iraq Afghanistan Service Grants

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.

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.

FINANCIAL AID – SCHOOL OF PROFESSIONAL EDUCATION

APPLYING FOR FINANCIAL AID

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

AWARD AND DISBURSEMENT

ELIGIBILITY

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

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, the Financial Aid Director will provide the student with an Official Financial Aid Award Notice. The student must accept the awards prior to their disbursement.

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

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

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

GRANTS

FEDERAL PELL GRANT

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

1. A student will complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. 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. In 2012-2013, Pell Grants ranged from \$555 to \$5,550.

LOANS

SUBSIDIZED FEDERAL STAFFORD LOAN

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

The maximum amount that a student may borrow is \$3,500 for a freshman, \$4,500 for a sophomore, and \$5,500 for juniors and seniors. For 2012-2013 loans the interest rate is fixed at 3.4%. The federal government will pay the interest until the student graduates, leaves school or drops below half-time and his/her repayments on the loan begin. Repayment of these loans may be extended over a ten-year period. There will be a 1% origination fee charged by the Department of Education.

UNSUBSIDIZED FEDERAL STAFFORD LOAN

For students who do not qualify for the Subsidized Federal Stafford Loan based on need, a new loan was established in 1992 called an Unsubsidized Federal Stafford Loan. A student can borrow the same amounts as the Subsidized Federal Stafford Loan. With the unsubsidized loan, the student does not get the same interest subsidies as the Subsidized Federal Stafford Loan program. The student is responsible for the interest. Repayment obligations are the same as the Subsidized Federal Stafford Loan Program. Starting in fall 2008, students may borrow \$2,000 more than the maximum subsidized loan limits in the form of an unsubsidized Stafford Loan. Interest rate is fixed at 6.8%.

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

FEDERAL PARENT LOAN

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

VETERANS

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

PROGRAM EXPENSES

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

- On ground degree completion charges are \$350 per credit hour.
- Online programs related to Aviation Management, Sport Management, and Ministry Leadership are \$325 per credit hour.
- The online Criminal Justice program is \$325 per credit hour and includes tuition, books, and iPad.
- The Organization Leadership Business full degree is \$425 per credit hour and includes tuition, book(s) for first course, and computer.
- The Healthcare degree completion programs are \$425 per credit hour and include tuition and, book(s) for first course, and computer.

OTHER FEES (AS APPLICABLE)

Application Fee (EXCEL Only)	\$20
Credit for Prior Learning Assessment Fee	\$50/hour
Directed Study Fee.....	\$100/hour
Retake Fee	\$100/course
Graduation Fee	\$100
Technology Fee	\$50/term
Remote Fee (On-ground courses).....	\$100.00
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, a residential

student taking courses through an online environment will be charged at the residential tuition rate.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL STUDENT AID

Attempted hours- Maximum time frame to complete an undergraduate degree cannot exceed 150% of the published program length. The minimum number of credit hours required to graduate from Central Christian College of Kansas is 120 - 123 dependent on the degree being sought. Withdrawals, incompletes, failures, and course repetition are counted as hours attempted on Central Christian College of Kansas transcripts and must be calculated in the number of credit hours acquired by a student. Therefore, students are eligible to receive Federal Title IV Aid up to 180 - 188 attempted credit hours.

Transfer students will be evaluated by adding their transfer credits to their attempted credits, allowing them to receive aid for the balance of the 180 credits (On ground, Criminal Justice, Business online) or 188 credits (Healthcare online).

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

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

MONITORING SATISFACTORY ACADEMIC PROGRESS

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

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

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

ATTEMPTED CREDITS

Attempted credits include the following:

- Successfully completed (with passing grades)

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

FINANCIAL AID WARNING

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

The Financial Aid Warning period will consist of the next term in which the student is enrolled in classes. The student may receive aid for one term while on Financial Aid Warning without an appeal.

FINANCIAL AID SUSPENSION

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

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

APPEALING SUSPENSION OF FINANCIAL AID ELIGIBILITY

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

Appropriate circumstances include:

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

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

FINANCIAL AID PROBATION

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

SAP standards within one payment period, the student must pursue an academic plan.

ACADEMIC PLAN

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

REINSTATING FINANCIAL AID ELIGIBILITY

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

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

REFUND/WITHDRAWAL POLICY

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

Unofficial Withdrawal occurs when a student ceases to attend classes without submitting written notification of intent to withdraw from the program or when the student otherwise indicates that they plan to withdraw and fails to follow through with the written notification. The LDA will be the last day of class participation in the course. The Date of Determination for refund purposes will be no later than 14 calendar days after the LDA, except in extenuating circumstances.

WITHDRAWAL PROCEDURES

1. The Office of Professional Education receives official withdrawal notification from the student or determines that the student has ceased attending all classes.
2. The Department of Professional Education notifies the Administrative Staff that the student has withdrawn.
3. The Return to Title IV and Institutional Refund Calculations are completed.
4. The Business Office makes any refunds due to the appropriate account, lender, agency, or to the student.

5. Financial Aid requests any post-withdrawal disbursement due to the student.
6. The Withdrawal Calculations and final bill are sent to the student.

ACADEMIC INTERRUPT

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

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

RETURN OF TITLE IV FUNDS

A withdrawing student who has received any Title IV Federal Student Aid will be subject to the refund policies and procedures mandated by the United States Department of Education. In regulating refunds, the Department of Education requires the College to calculate earned and unearned federal aid using the same method and attendance dates as stated above.

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

RETURN OF TITLE IV FUNDS DISTRIBUTION

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

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Direct Stafford Loans
4. Subsidized Direct Stafford Loans
5. Federal Perkins Loans
6. Federal PLUS Loans
7. Direct PLUS Loans
8. Federal Pell Grants
9. Academic Competitiveness Grants
10. National SMART Grants
11. Federal Supplemental Educational Opportunity Grants
12. Federal Teach Grants
13. Iraq Afghanistan Service Grants

REFUNDS DISTRIBUTION

If the institutional refund calculation results in a refund due, the amounts are first restored in the order listed

above in *Return of Title IV Funds Distribution* and then in the following order:

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

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

RETURN OF TITLE IV FUNDS FROM THE STUDENT

If the student is required to return unearned Title IV loan funds, those 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 refund policy.

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

When a student withdraws from Central Christian College of Kansas, all state awards, and awards from outside sources will be credited to the student's account using the same percentages calculated above. If an outside agency allows, a larger percentage or the entire award may be used by the student to pay adjusted charges.

ACADEMICS - RESIDENTIAL

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 institution.

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 made in the office of the Registrar.

CLASSIFICATION OF STUDENTS

All work taken at an accredited junior college or other selected courses from a four-year college may be transferred to Central Christian College of Kansas with the presentation of an official transcript. 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 hours at Central Christian College of Kansas to be a candidate for an associate degree, and 32 of the last 64 hours from Central Christian College of Kansas to be a candidate for a bachelor's degree.

The standard number of hours to receive a degree is 128 hours (Bachelor), and 64 (Associate), though some degrees and programs may require more hours, 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 during 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 institution. Students not maintaining full-time enrollment must meet the requirements of the catalog closest to their point of reentry.

Students reentering the institution 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 associated with the catalog of record at the point of reentry into the institution or at the point of transfer.

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 the individual student, who ultimately remains responsible for educational planning. It is the responsibility of the student to remain aware of academic requirements.

To assist the student, the Academic Office has developed 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 needed for planning. Furthermore, myCCC 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 hours. Fourteen semester hours (Fall & Spring) and 4 semester hours 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 hours are permissible only by approval of the Vice President of Academics. The maximum load a student can carry is 21 credit hours. A student is considered part-time if he or she is taking 6-11 credit hours in any given residential semester.

Tuition costs cover 12 – 14 hours each semester and 4 hours during Interterm. Any hours taken above 14 in the spring or fall (or above 4 during Interterm) will result in additional tuition charges.

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, 12-14 credit load)

- 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, 4 credit load)

- Last day to change/add course for credit: 3rd day

Academics - Residential

- Last day to drop course without grade: 9th day

Summer (3-8 week, 6 credit load)

- Last day to change/add course for credit: 3rd day
- Last day to drop course without grade: 9th day

Courses dropped after the last day to drop without a grade receive a W, P, 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 Vice President of Academics. Withdrawal from a course may also be requested by an instructor, which will need approval by the Vice President of Academics. No charge is made for registration changes initiated by the Vice President of Academics.

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 the drop or withdrawal of a course.

Students should be aware that withdrawal from a course may affect financial aid, athletic eligibility, residential status, and student status.

WITHDRAWING FROM THE COLLEGE

Students intending to withdraw from the College should meet with the Registrar 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 Registrar 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 institution must reapply and are subject to any new catalog policies instituted since their withdrawal, including modifications to major or general education requirements.

DECLARATION/CHANGE OF MAJOR OR MINOR

Students must declare a major by the time they complete 60 credit hours. 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.

COLLEGE CREDIT HOURS

The residential program at Central Christian College of Kansas operates in the semester system. In accordance with Federal policy, Central Christian College of Kansas defines a 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 credit hours.

- Laboratory Periods = Labs, consisting of a two-hour lab each week, are considered equivalent to two hours of classroom time a week and should have one hour of out-of-class preparation and reflection.
- Interterm = 4 in-class hours/day and 5 hours of out-of-class preparation/day, for 17 days (no breaks/holidays)
- Accelerated (On-ground) = 4 hours in class/week and 2.5 hours of preparation/day over five weeks.
- Online = 3.5 hours of participation and preparation/day over five weeks or equivalent if required weeks are different.

GRADES

Grades given and their meanings are listed as follows:

Letter	Included in Credits Attempted	Included in Credits Earned	Included in GPA Calc.	Points
--------	-------------------------------	----------------------------	-----------------------	--------

A (-)	✓	✓	✓	4.00
B (+/-)	✓	✓	✓	3.00
C (+/-)	✓	✓	✓	2.00
D (+/-)	✓	✓	✓	1.00
F	✓		✓	0.00
AU				
FX	✓		✓	0.00
I	✓		✓	0.00
IP	✓			
NR	✓			
P/FL	✓	✓	✓	
W	✓			
WF	✓		✓	0.00
PR	✓	✓		

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.
NR.....	Not Reported: The grade was not reported to the Registrar. Contact should be made with the instructor.
P/FL	Pass
PR	Passing grade on Proficiency Test
W.....	Withdrawn
WF	Withdrawn Failing

Parenthetical grades designate grades received in transfer. GPA is figured by dividing the quality points earned by the semester hours attempted.

Appeals concerning grades can be made to the Vice President of Academics.

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 course work on-time.

Incompletes are intended to apply to students who can complete or have completed approximately three-quarters of the work prior to the end of the semester. If more than one-fourth of the coursework remains, and the reasons for

the student's failure to complete the work are valid, the instructor may recommend to the Vice President of Academics that the student be permitted to withdraw from the course. When the parties fail to agree, the case may be referred to the Vice President of Academics.

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.

Incomplete Submission Schedule	
Concluding Semester	Completion Date
Fall	Last day of Interterm
Interterm	February 28 of that calendar year
Spring	June 30 of that calendar year
Summer	September 30 of that calendar year

REPEATING COURSES

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

Students, having already passed a course, but wanting to improve their GPAs or grades in a certain course may repeat a course once. The repeated course will be charged at the normal tuition rate and will count toward the number of hours 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. Credit hours will count in semester but not towards graduation.

All courses, including repeated courses, will remain a part of the student record and will be visible on the transcript. Repeated courses are flagged. Repeated courses,

regardless of grades received, will only count once toward graduation requirements.

Students wanting to transfer a repeated 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 Vice President of Academics 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 (unless the student is paying for the audit course to be recorded on the transcript). 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.

MUSIC AUDITS

Students receiving music related scholarships or are music majors can audit a course at no cost, based on the following criteria:

1. Only one audit course is allowed per term
2. The course must be designated as MU-EN or MU-MP
3. The course may only be considered for audit if the course represents a credit or more above the maximum number of credits expected for a full-time student.
4. Audit credit can only be added if all courses on the schedule are required (non-elective) courses.
5. If a student drops another course (prior to the last day to drop without a grade), the audit course will be converted to a credit earning course.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students are required to demonstrate adequate academic progress, resulting in graduation from Central Christian College of Kansas. The following criteria represent satisfactory academic progress:

Attempted hours - maximum time frame to complete an undergraduate degree cannot exceed 150% of the published program length.

Pace - students must receive a passing grade in at least 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.

The minimum number of credit hours required to graduate from Central Christian College of Kansas is 128 for all residential Bachelor of Science degrees, 64 for all residential Associate degrees. Withdrawals, incompletes, failures and course repetitions are counted as hours attempted in transcripts and must be calculated in the number of credit hours acquired by a student.

Transfer students will be evaluated by adding their transfer credits to their attempted credits. All coursework, with the exception of remedial courses, courses taken while in high school, and non-transferable courses taken in unaccredited institutions will be considered when determining satisfactory academic progress. Students seeking teaching certificates are eligible for additional attempted credit hours based on the required hours of the program.

GPA progression will be evaluated based on the following GPA sliding scale:

Minimal Academic Standards Required for Academic Progress

Percentage of Attempted Hours	Cumulative GPA	Percentage of Classes Passed
0-16.9	1.70	60
17-49.9	1.85	62
50-100	2.00	64

Monitoring SAP

The Academic Office, in conjunction with the Financial Aid Office, will monitor SAP at the end of each academic period (Fall, Spring, and Summer). Written notification will be sent to students placed on academic warning.

Students not meeting SAP are placed on academic warning for the ensuing semester. This status is removed if, at the end of the next semester, the student's GPA meets the above listed standards. Should the student not meet the

minimum standards for two consecutive semesters, he or she may face dismissal from the College.

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 SAP Appeals Committee will monitor academic plans and provide a measure for each student's pace and GPA progression based on the duration stated in each plan.

Students who are having difficulties in their studies are urged to make contact with the Office of Vocation and Academic Enrichment. Central Christian 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 Success Center in order to maintain enrollment.

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

ACADEMIC 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 the midterm and conclusion of each semester. 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 Vice President of Academics. 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 re-admitted until a full semester has lapsed. 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 Vice President of Academics, 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.

ACADEMIC INTEGRITY/PLAGIARISM

In alliance with the mission of the College, Central Christian College of Kansas expects all students to reflect the highest standards of character concerning their academic pursuits. 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.

ACADEMIC INTEGRITY ISSUES

- Plagiarism is 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 or project created by someone else.

- Cheating is an 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).
- Falsification is the intentional misrepresentation of data or work that distorts what is actually true. 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.

When a student has been found to be in violation of one of the issues listed above, the instructor is required to confront the student within one-week. The formal process is as follows:

1. The instructor will create a formal report outlining the form of dishonesty, evidence supporting the allegation, and recommended penalty.
2. The report is forwarded to the student and the department chair.
3. If it is found that a student is in violation of one of the above issues, the minimum penalty for such dishonesty will be failure of the particular assignment, examination, or project. Maximum penalty for dishonesty at this level could be failure of the course.
4. The student will receive notification of the departmental ruling.
5. If appropriate, the report may be forwarded to the Vice President of Academics for determination of further disciplinary action. If there are records of any misconduct or other incidents of academic dishonesty, the Vice President of Academics may take additional action and treat all infractions under College-wide disciplinary procedures. Dismissal from the College is also possible.

When academic dishonesty only warrants a failed grade for an assignment that does not result in failure of the course, the faculty reserves the right to not report the incident.

Formal discipline for academic dishonesty, as it relates to violation of the student code of conduct, will be initiated by

the Vice President of Academics in cooperation with the Dean of Student Development. Normal appeal opportunities are available to the student.

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

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 or faculty advisor. If no reasonable resolution has been made, the student may submit a written appeal to the Vice President of Academics. The Vice President will meet with the student to determine a course of action. If at any point the student or the Vice President of Academics 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 Vice President of Academics.

COURSE DESIGNATIONS

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

Every course listed in the catalog is preceded by a number. 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 **P)** before a course name indicates that the course carries a prerequisite.

DUAL CREDIT

The Dual Credit Program through Central Christian College of Kansas 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. 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. Tuition for dual credit courses is \$65 per credit hour. Students seeking dual credit should check with their high school counselors or with the Director of Dual Credit, located in the Academic Office.

ONLINE COURSES

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

COURSE CANCELLATION

Central Christian College of Kansas reserves the right to cancel courses that have 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.

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.

CHANEY MUSIC SYMPOSIUM

The Chaney Music Symposium was established in 2002 to enable Central Christian College of Kansas to host an annual music symposium featuring a classical or sacred musician. Students will benefit from exposure to and instruction from the featured musician. In addition to working with students in a classroom setting, a public performance will be presented by the musician.

The Chaney Music Symposium honors the memory of former Central Christian College of Kansas students, Albert (Class of 1924) and Edris (Morrison, Class of 1923) Chaney. Albert Chaney served 43 years as a Trustee of the College. The Chaney Music Symposium was endowed through a special gift to the College.

CHANEY BIBLE LECTURE SERIES

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

The Chaney Bible Lecture Series was endowed to honor the memory of former Central students, Albert ('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.

HONOR 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.

Academics - Residential

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.

GRADUATION RECEPTION SPEAKER

Each year, the college designates two individuals 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 credit hours 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

ALPHA KAPPA SIGMA

Membership in Alpha Kappa Sigma, honor society of the Association of Colleges of the Free Methodist Church, may be voted by the faculty to not include more than 10% of the graduates. This honor is awarded upon the basis of excellence in scholarship, character, service, and leadership. Election to membership represents one of the highest honor awards given by any Free Methodist College.

WHO'S WHO AMONG STUDENTS

Membership in Who's Who Among Students in American Universities and Colleges is awarded 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/Honor's Night in May.

ATTENDANCE

The attendance policy at Central Christian College of Kansas is based on the institution'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 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, eligibility, academic, and financial consequences.

Approximate values for a semester course:

- 3 hour course – 9 classes
- 2 hour course – 6 classes
- 1 hour course – 4 classes

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

In keeping with academic freedom, faculty have the authority to develop individual attendance policies. Each instructor will publish the policy as part of his or her syllabus, to be presented at the beginning of each semester.

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.

Absences, as a result of the issues listed above, will not result in a penalty to the student, though it will be assessed toward overall absence count. It is the responsibility of the student to make arrangements to complete missed work.

LEAVES OF ABSENCE

Temporary leaves of absence will be granted by the Vice President of Academics upon proof that an emergency exists. Absences resulting from illness must be verified by the resident director, school nurse, or parents.

CREDIT BY EXAMINATION

Central Christian College of Kansas will honor up to 30 credit hours from credits earned through examination or Advanced Placement. Credit will be granted for acceptable standard scores and will be recorded on the student's permanent record as a PR. Credit earned through these programs will not figure into computation of the student's grade point average. Further information is available in the Academic Office.

CLEP

The College Level Examination Program is designed to enable students who have achieved college level education outside the classroom through independent study, correspondence, television instruction, past experience, or other traditional or non-traditional means, to demonstrate their level of achievement and to use the test results to earn college credit.

The program offers two types of examinations: General and Subject. The former measures achievement in five basic areas: English composition, humanities, mathematics, natural science, and social sciences/history. Subject examinations measure achievement in specific college courses.

No more than 18 hours will be accepted from the five General Examinations. A maximum of 12 hours will be accepted after the successful completion of four Subject Examinations.

Central Christian will honor up to 30 credit hours from CLEP. Credit will be granted for acceptable standard scores

and will be recorded on the student's permanent record as a PR. CLEP credit will not be figured into computation of the student's grade point average. Further information is available in the Academic Office.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program of the College Board enables students to complete college level studies during secondary school. This program serves as an "academic bridge" that helps to smooth transition from secondary school into college.

Central Christian College of Kansas will grant credit to students who reach the appropriate level of achievement on the Advanced Placement Examinations. A credit will be recorded in the student's permanent record as a PR. Advanced Placement credit will not be figured into the student's grade point average.

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 Vice President of Academics. Each student should expect to invest 40 hours per hour of credit.

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

There is an overall maximum accumulation per department of twelve Directed Study transcribed hours toward a BS or six transcribed hours 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 educational 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 hours up to a maximum of five hours credit for the work experience based on a ratio of forty hours per hour of 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.

ACADEMIC DEPARTMENTS

DECIDED MAJORS

The curriculum is divided into eight departments: Business, Education, English, Fine Arts, Ministry and Theology, Natural Science, Social Science, and Sport Science & Health. Students who know their academic majors will find program assistance in the major description pages of the catalog.

UNDECIDED MAJORS

Many students enter college with their academic major undecided and discover their major interest while completing general education courses. Undecided majors will begin by taking courses from the general education section of the Bachelor of Science degree and be designated as Liberal Studies majors.

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. Unofficial transcripts are available through the student portal. If time is a factor, transcript requests may be received by fax along with a credit card number. An additional credit card processing fee of \$5.00 per transaction will be charged for all faxed transcripts. 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.

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. The first semester closes immediately before Christmas break. Students return in January for Interterm. Immediately following Interterm, the spring semester begins.

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 hours. Thirty-four of those hours must be upper division.

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

RESIDENCY REQUIREMENTS

Students must complete 32 of the last 64 (Bachelors) or 16 of the last 32 (Associates) hours at Central Christian College of Kansas. Transfer students must complete at least 32 hours 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.

Once a student has completed *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*.

DUAL MAJORS AND DEGREES

DUAL MAJORS

Students enrolled at the institution 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 hours 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 hours (at Central Christian College of Kansas) and meet all requirements associated with both degrees.

DEGREE COMPLETION TIME LIMITS

Students seeking a degree must complete their degree within ten years from the date of matriculation. Students not completing the degree within this time period must reapply for admission and are obligated to all requirements outlined in the catalog of record at the time of reentry into the College.

Students who have a break in enrollment, meaning that they do not have continuous enrollment in the College, must seek readmission and are therefore subject to meet requirement outlined in the catalog of record at the time of reenrollment.

INTERNSHIPS/PRACTICUMS

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

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

PARTNERSHIPS • OFF-CAMPUS STUDYING ABROAD/TRAVEL

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.

McPherson College (MC)

Central Christian College of Kansas has a long-standing exchange program with McPherson College. All finances are billed through Central Christian College of Kansas, but select courses may be taken on the McPherson College campus.

McPherson Airport (MA)

Central Christian College of Kansas cooperates with the McPherson Airport to provide a program to help supply the demand for college-trained personnel in all phases of aviation. See entry under Majors for a full description of Central's aviation program. Additional fees beyond tuition are required

OFF CAMPUS LEARNING PARTNERSHIP/OPPORTUNITIES

Focus on the Family: A Semester in Colorado Springs (FF)

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.

CCCU Student Programs (Best Semester)

Central Christian College of Kansas, as an affiliate member of the Council for Christian Colleges and Universities (CCCU), offers the following semester and summer

programs. More information about individual programs can be accessed through www.bestsemester.com or through www.centralchristian.edu/academics.

- *CCCU–American Studies Program (ASP)* Founded in 1976, the American Studies Program has served hundreds of students at a Washington, D.C. “campus.” The ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with internships in their chosen fields. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars, which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining Biblical reflection, policy analysis, and real-world experience. Students are exposed to on-the-job learning that helps them build their futures and gain perspective on the calling of God on their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to prepare students to live faithfully in contemporary society as followers of Christ. ASP students can earn 16 semester hours of credit.
- *CCCU–Australia Studies Center (ASC)* The Australian Studies Center offers students a semester at the Wesley Institute, in Sydney, Australia, where they can explore their artistic talents through Wesley Institute's outstanding division of Ministry and the Arts. Faculty trained and working in the professional performing arts scene in Sydney will guide students in their thinking through the Christian's role in culture, whether classical or pop culture. The ASC utilizes a combination of classroom training at the Wesley Institute and experiential learning in the beautiful Australian context. Homestays, service learning and traveling around Australia are important components of the ASC. Students will examine the many faces of Australia; they will observe its beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multi-cultural ghettos, engage the political capital Canberra and its power players, and come to know the traditions of the Aborigines. ASC students participate in the core experiential course and choose the remainder of their credits from Wesley Institute's arts and ministry courses. ASC students can earn 16 hours of credit.
- *CCCU–China Studies Program (CSP)* The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an and Xiamen. The interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. CSP students can earn 15-17 hours of credit.
- *CCCU–Contemporary Music Center (CMC)* The Contemporary Music Center in Nashville, Tenn., provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored for students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study, and a practicum. CMC students can earn 16 hours of credit.
- *CCCU–Latin American Studies Program (LASP)* Students have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San José, Costa Rica. The LASP introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin

American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). LASP students can earn 16-18 hours of credit.

- *CCCU—Los Angeles Film Studies Center (LAFSC)* The Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the LA area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. LAFSC students can earn 16 hours of credit.
- *CCCU—Middle East Studies Program (MESP)* This program, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East region, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner. MESP students can earn 16 hours of credit.
- *CCCU—Oxford Summer Programme (OSP)* The Oxford Summer Programme is a program of Wycliffe Hall in Oxford, England, designed to enable students to gain a more comprehensive understanding of the relationship between Christianity and the development of the West. It also offers opportunities to students who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and the History of Science. Wycliffe Hall was established in Oxford in 1877 with a vision for training godly Christian leaders for the church and is today considered one of the premier theological institutions in the world. The program is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. OSP students can earn 2-5 hours of credit.
- *CCCU—The Scholars' Semester in Oxford (SSO)* The Scholars' Semester in Oxford is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. The SSO is designed for students interested in the fields of Theology, Biblical Studies, Education, Science, Pre-Med, Psychology, Business and the Humanities. Applicants are generally honors and other very high-achieving students. SSO students can earn 17 hours of credit.
- *CCCU—Russian Studies Program (RSP)* Students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses, students receive instruction in the Russian language, choosing either four or six semester hours of language course work. RSP strives to give students broad experience in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." RSP students can earn 16 hours of credit.
- *CCCU—Washington Journalism Center (WJC)* The Washington Journalism Center in Washington, D.C., blends classroom experience with hands-on work to provide an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from Council member institutions, take part in field trips and complete worship projects for hometown newspapers. WJC provides valuable insight and training in gathering and writing news in the most important news market in the world. The center

develops students as Christian journalists who exhibit both professionalism and legal/ethical integrity. Students can earn 16 hours of credit.

- *CCCU–Uganda Studies Program (USP)* The Uganda Studies Program offers students a personal encounter with the successful economic and public health systems in Uganda. Uganda Christian University (UCU) serves as the base of study for students in the USP. Set on the outskirts of the capital city of Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will

immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and African History will present many insights into African culture. Homestays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the USU Honours College. USP students can earn 16 hours of credit.

ACADEMICS – SCHOOL OF PROFESSIONAL EDUCATION

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 institution.

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 made in the office of the Registrar.

CLASSIFICATION OF STUDENTS

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

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

DEGREE VERSION SELECTION/CATALOG REQUIREMENTS

In order to graduate, students must meet the requirements of the program version as articulated in the catalog during 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 institution. Students not maintaining full-time enrollment must meet the requirements of the catalog closest to their point of reentry.

Students reentering the institution 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 associated with the catalog on record at the conclusion of the ten years.

COURSE LOAD

All School of Professional 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 credit hours per term qualifies the individual for full-time status. The length of study is dependent on the specific program and credit hour requirements of the program.

COLLEGE CREDIT HOURS

The School of Professional Education, in accordance with Federal policy, defines a 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 to the award of credit hours.
 - Laboratory Periods = Labs, consisting of a two-hour lab each week, are considered equivalent to two hours of classroom time a week and should have one hour of out-of-class preparation and reflection.
 - Accelerated (On-ground) = 4 hours in class/week and 2.5 hours of preparation/day over five weeks.
 - Online = 3.5 hours of participation and preparation/day over five weeks or equivalent if required weeks are different.

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.

REGISTRATION

Registration is on a rolling basis, which occurs every 5-6 weeks, depending on the program. 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.

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

Acceptance Deadline	Start Date	Drop/Add Date
7/9/12	7/14/12	4/17/12
8/13/12	8/18/12	8/21/12
9/17/12	9/22/12	9/25/12
10/22/12	10/27/12	10/30/12
11/26/12	12/1/12	12/4/12
12/31/12	1/5/13	1/8/13
2/4/13	2/9/13	2/12/13
3/11/13	3/16/13	3/19/13
4/14/13	4/20/13	4/23/13
5/20/12	5/25/13	5/28/13
6/24/13	6/29/13	7/1/13
7/29/13	8/3/13	8/6/13

Start dates for other programs are listed below. In order for a student to be eligible to start on one of the dates listed below, all official paperwork needs to be on file in the office of the School of Professional Education, on the campus of Central Christian College of Kansas, no later than the Wednesday before the schedule start date. Start dates may be altered or canceled at the discretion of the College.

Acceptance Deadline	Start Date	Drop/Add Date
8/1/12	8/7/12	8/10/12
9/12/12	9/18/12	9/21/12
10/24/12	10/30/12	11/2/12
12/5/12	12/11/12	12/14/12

1/31/29/13	2/5/13	2/8/13
3/13/13	3/19/13	3/22/13
5/1/13	5/7/13	5/10/13
6/12/13	6/18/13	6/21/13
7/24/13	7/30/13	8/2/13

TECHNOLOGICAL COMPETENCY

Students enrolling in the School of Professional 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.

GRADES

Grades given and their meanings are listed as follows:

Letter	Included in Credits Attempted	Included in Credits Earned	Included in GPA Calc.	Points
A	✓	✓	✓	4.00
A-	✓	✓	✓	3.70
B+	✓	✓	✓	3.30
B	✓	✓	✓	3.00
B-	✓	✓	✓	2.70
C+	✓	✓	✓	2.30
C	✓	✓	✓	2.00
C-	✓	✓	✓	1.70
D+	✓	✓	✓	1.30
D	✓	✓	✓	1.00
D-	✓	✓	✓	0.07
F	✓		✓	0.00
AU				0
I	✓		✓	0
P	✓	✓		0
FL	✓	✓		0
PR	✓	✓		0
TR	✓	✓		0
W	✓			0
WF	✓		✓	0
EX	✓	✓		0

F..... Failure

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

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

INCOMPLETES

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

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

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

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

REPEATING COURSES

Students wanting to improve their GPA or grade in a certain course may repeat a course. The repeated course will be charged at the normal tuition rate and will count

toward the number of hours taken during that session. If the repeat of the course results in a higher grade than the higher grade will be used to compute the overall GPA.

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

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

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 or 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 Vice President of Academics. Dismissal from the college is also possible on the first or second offense of this magnitude.

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

Appeals concerning academic dishonesty and any rulings should be submitted to the Vice President of Academics. The Vice President of Academics will meet with the Dean of Professional Education as an arbiter. If an agreeable

resolution does not result, the Vice President of Academics will convene a formal committee.

ACADEMIC DISMISSAL POLICY

ADMINISTRATIVE DISMISSAL (ACADEMIC PROGRESS)

A student who is not meeting the standards of academic progress as determined by the School of Professional Education 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. Unless otherwise noted, the student may appeal the decision, 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: Financial Aid, Business Office, and the Registrar. Once a student has been dismissed, he or she cannot be re-admitted until a full semester has lapsed, if reentry into the College is even permissible.

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 is interpreted as a threat to the physical or mental well-being of an individual or the College population, the Vice President of Academics, in conjunction with the Dean of the School of Professional 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.

APPEALS

GRIEVANCE/APPEAL PROCEDURE

The office of Professional Education is prepared to respond to student related requests and inquiries. Non-program related inquires (e.g. eCollege, CampusVue, CANVAS, 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.

Level - II: In writing, the learner addresses said concern or complaint to the Vice President of Academics 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 Education to begin the withdrawal process. The process requires the student to make arrangements with the Financial Aid and the Business Office. The date the student first contacts the School of Professional 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 if 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 institution 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.

COURSE DESIGNATIONS

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

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

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

COURSE ATTENDANCE

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

Any student not participating in 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 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.

LATE WORK POLICY

Due to the pace of the courses associated with the School of Professional 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.

TRANSCRIPTS (OFFICIAL/UNOFFICIAL)

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

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

GRADUATION REQUIREMENTS

All degree seeking candidates must meet the following requirements:

1. Submit 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 completed all *Assessment Requirements*.
5. Have conducted an exit interview with the financial aid office.
6. Have met all other internal obligations.

DEGREE REQUIREMENTS

To earn a degree, students will be required to achieve the following:

- Complete the coursework.
- Pay all fees and tuition charges.
- Accumulate 120-123 semester credits that are officially 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 Education.

DEGREE REQUIREMENTS

The Registrar's office maintains an audit for each student based on his or her year of entry into the college, as outlined in the corresponding catalog. A student must meet those requirements in order to be considered for graduation. Students may choose to meet the requirements related to a subsequent catalog (of a year in which they were enrolled), provided all requirements are met.

ASSESSMENT REQUIREMENTS

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

GRADUATION CEREMONIES

Central Christian College of Kansas currently hosts an annual spring graduation program. Students are encouraged to participate in the graduation ceremony, but first must complete all requirements as outlined in this catalog.

DIPLOMAS

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

GENERAL EDUCATION – RESIDENTIAL

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 Employers⁹ 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 students 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 Science in Business (4 Majors)
- Bachelor of Science in Ministry (4 Majors)
- Bachelor of Science (22 Majors)
- Associate in Arts
- Associate of General Studies

BACHELOR LEVEL DEGREE REQUIREMENTS

The following requirements apply to Bachelor of Science in Business, Bachelor of Science in Ministry and the Bachelor of Science degrees.

1. One hundred twenty-eight semester hours of credit with a minimum of 256 grade points. Students may participate in graduation ceremonies with 118 or more credit hours 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 credit hours through a summer program or fall semester. A diploma will not be

⁹ Jenkins, R (2011, July). *The liberal arts are work force development*. The Chronicle of Higher Education

awarded until completion of the required 128 credit hours.

2. The 128 credit hours must include a total of 34 upper division credit hours for graduation.
3. At least 32 of the last 64 hours must be from Central Christian College of Kansas.
4. The maximum number of hours a student can transfer in from one summer school session at another institution is 15 hours
5. Minimum GPA of 2.00.
6. Approval of the faculty

The typical student will complete 36 credit hours associated with the general education core and an additional 12 credit hours associated with Worldview perspectives.

REQUIRED COURSES

Freshman Seminar	1
Principles of Speech	3
Fitness and Wellness	2
Activity Course or Sport	1
Philosophy	3
English Composition I & English Composition II	6
Math ¹⁰	3
Science w/Lab	4
History ¹¹	3
Social Science ¹²	3
Applied Life Skills ¹³	3
Humanities Area 1 ¹⁴	2
Humanities Area 2	2
Introduction to Biblical Literature	3
Survey of the New Testament	3
Survey of the Old Testament	3
Contemporary Culture & Worldview	3

ASSOCIATE IN ARTS DEGREE REQUIREMENTS

The curriculum for the Associate in Arts degree is a 64 credit hour program, designed as a liberal arts program. Students who complete the Associate of Arts degree will

¹⁰ B.S.B. are required to complete math requirement with College Algebra or a higher level math class

¹¹ World Geography, History of World Civilization I or II, U.S. History I or II, or History of Christianity. B.S.M. are required to complete History of Christianity.

¹² Psychology, Sociology, or Anthropology (B.S.M. and B.S.B. are required to complete psychology)

¹³ Marriage & Family or Personal Finance. B.S.M. are required to complete Marriage & Family.

¹⁴ Choose two areas (art, music, language, drama, or literature) and complete two credit hours for the two areas chosen

find an easy transition into a four-year program, since the completion of the Associate in Arts fulfills the General Education requirements associated with the Bachelor’s degree.

1. Sixty-four semester hours of credit with a minimum of 128 grade points. Students may participate in graduation ceremonies with 59 or more credit hours 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 credit hours.
2. At least 16 of the last 32 hours must be from Central Christian College of Kansas.
3. The maximum number of hours a student can transfer in from one summer school session at another institution is 15 hours.
4. Minimum GPA of 2.00
5. Approval of the faculty.

REQUIRED COURSES

Activity Course or Sport	1
Applied Life Skills	3
Contemporary Culture & Worldview	3
English Composition I & English Composition II	6
Fitness and Wellness.....	2
Freshman Seminar	1
History.....	3
Humanities Area 1	2
Humanities Area 2	2
Introduction to Biblical Literature	3
Introduction to Philosophy	3
Math	3
Principles of Speech.....	3
Science w/Lab	4
Social Science.....	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 IN GENERAL STUDIES DEGREE REQUIREMENTS

The curriculum for the Associate in General Studies degree is a 64 credit hour program, designed for students not looking for a liberal arts approach. Greater flexibility allows the student to use more credits for further study in his or her area of concentration.

1. Sixty-four semester hours of credit with a minimum of 128 grade points. Students may participate in graduation ceremonies with 59 or more credit hours. A diploma will not be awarded until completion of the required 64 credit hours.
2. At least 18 of the last 32 hours must be from Central Christian College of Kansas.
3. The maximum number of hours a student can transfer in from one summer school session at another institution is 15 hours.
4. Minimum GPA of 2.00
5. Approval of the faculty.

REQUIRED COURSES

Activity Course or Sport	1
Contemporary Culture & Worldview	3
English Composition I & English Composition II.....	6
Fitness and Wellness.....	2
Freshman Seminar	1
Humanities	2
Introduction to Biblical Literature.....	3
Introduction to Philosophy	3
Principles of Speech	3
Science or Math	3-4
Social Science	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.

GENERAL EDUCATION – SCHOOL OF PROFESSIONAL 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 Employers¹⁵ 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 Science in Business
- Bachelor of Science in Ministry
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Healthcare Administration
- Bachelor of Business Administration
- Bachelor of Science

BACHELOR LEVEL DEGREE REQUIREMENTS

The following requirements apply to the Bachelor of Science, Bachelor of Science in Business, Bachelor of Science Ministry, and the Bachelor of Science in Criminal Justice degrees.

1. One hundred twenty semester hours of credit
2. The 120 credit hours must include a total of 34 upper division credit hours for graduation.
3. At least 30 of the last 60 hours must be from Central Christian College of Kansas.
4. Minimum GPA of 2.00
5. Approval of the faculty

The typical student will complete 37 credit hours associated with the general education core.

REQUIRED COURSES

Speech	3
Wellness Course	3
Philosophy or Ethics Course	3
English Composition I & English Composition II	6
Math	3
Science w/Lab	4
Social Science Courses.....	9
Humanities Courses	6

The following requirements apply to the Bachelor of Science, in Healthcare Administration and Bachelor of Business Administration.

1. One hundred twenty-three semester hours of credit
2. The 123 credit hours must include a total of 34 upper division credit hours for graduation.
3. At least 30 of the last 60 hours must be from Central Christian College of Kansas.
4. Minimum GPA of 2.00
5. Approval of the faculty

The typical student will complete 37 credit hours associated with the general education core.

REQUIRED COURSES

Speech	3
Wellness Course	3
Philosophy or Ethics Course	3
English Composition I & English Composition II	6
Math	3
Science w/Lab	4
Social Science Courses.....	9
Humanities Courses	6

EMPHASIS

Students may choose to focus their studies by choosing an emphasis with selected program.

¹⁵ Jenkins, R (2011, July). *The liberal arts are work force development*. The Chronicle of Higher Education

Non- Residential Programs

School of Professional Education

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (ONLINE)

Purpose

The Bachelor of Science in Criminal Justice is designed for working professionals who want to develop the skills needed to be competitive in this growing market.

The program is rather unique as it is lectured by those who have authored the textbook used in the course. The students are provided an iPad II and the books are included in the tuition. The facilitators (online Professors) are professionals in Criminal Justice. Each facilitator has experience in the course topic and is accessible to the students during each five week module. There are 16 upper level courses that are required for the student to take to complete the CCJ requirement.

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

Program Objectives:

- Introduction to the three component parts that compose Criminal Justice.
- Introduction to the relationship of law enforcement, judicial and corrections and their relationship with each other.
- An overview of significant historical issues as they relate to Criminal Justice.
- Enhance written communication skills to complete the applicable courses.
- Understanding the Christian viewpoint as it relates to the various component parts of Criminal Justice.
- Familiarization with constitutional issues as they affect Criminal Justice.
- Updates on the current trends of Forensic Science.
- Administrative processes as it relates to respective Criminal Justice entities.

- Overview of the correctional process and rehabilitation of offenders.
- To understand Criminal Procedure and Jurisprudence.

Emphasis-Requirements

Degree requirements for online students are as follows:

1. One hundred twenty (120) semester hours of credit.
2. A total of forty eight (48) upper division credit hours must be completed at the CJ degree completion program at Central Christian College of Kansas.
3. Students may transfer other college credit hours to satisfy the general education requirements or electives.
4. Submitting official copies of all transcripts from all post-secondary credits.
5. Cumulative grade point average of 2.0 (on 4.0 scale) or better on all prior academic work

Degree Requirements:

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

BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION (ONLINE)

PURPOSE

The Healthcare Administration degree is built on the premise that care of people goes far beyond the physical. Therefore, the program combines an in-depth study and application of skills related to healthcare with a practical emphasis on integrating a Christian worldview.

The student can expect foundational courses in healthcare administration 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.

DEGREE REQUIREMENTS

MAJOR CORE

BS-MG 357	Business Law	3
EX-BS 426	Financial Management in Healthcare	3
EX-HC 340	Healthcare Marketing Strategies	3
EX-HC 364	Ethical Issues in Healthcare	3
EX-HC 378	Principles of Managed Care	3
EX-HC 410	Introduction to US Healthcare Systems	3
EX-HC 415	Leadership & Change in Healthcare	3
EX-HC 421	Statistics for Healthcare Managers	3
EX-HC 491	HC Administration Capstone Project.....	3
EX-MG 351	Principles of Management	3
EX-MG 445	Human Resource Management	3
EX-MG 450	Strategic Planning.....	3
EX-PY 201	Life and Learning Assessment Seminar	3
MT-BI 100	Introduction to Biblical Literature.....	3
MT-PH 364	Contemporary Culture & Worldview	3

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 Communication & Service Excellence	3
EX-HC 341	Marketing the Private Medical Practice	3
EX-HC 361	Intro to 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	Introduction the Health Information	
EX-BS 330	Healthcare Reimbursement	3
	Excellence	3
EX-CP 310	Health & Clinical Data Management	3
EX-CP 405	Privacy & Security of Healthcare Data.....	3
EX-HC 300	Patient Communication & Service Management	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 Communication & 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

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.

DEGREE REQUIREMENTS:

BS-AC 220	Financial Accounting.....3
BS-MG 357	Business Law.....3
EX-BS 330	Healthcare Reimbursement.....3
EX-BS 356	Organizational Behavior & Leadership3
EX-BS 426	Financial Management in Healthcare.....3
EX-HC 340	Healthcare Marketing Strategies.....3
EX-HC 364	Ethical Issues in Healthcare3
EX-HC 410	Introduction to US Healthcare Systems.....3
EX-HC 415	Leadership & Change in Healthcare3
EX-HC 421	Statistics for Healthcare Managers.....3
EX-MG 325	Project Management.....3
EX-MG 351	Principles of Management.....3
EX-MG 368	Operations Management3
EX-MG 445	Human Resource Management.....3
EX-MG 450	Strategic Planning3
EX-MG 491	Seminar in Healthcare Practice.....3
EX-MG 492	Healthcare Management Business Policy (Capstone)3
EX-PY 201	Life and Learning Assessment Seminar3
MT-BI 100	Introduction to Biblical Literature3
MT-PH 364	Contemporary Culture & Worldview.....3

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.

EMPHASIS-REQUIREMENTS

Degree requirements for online students are as follows:

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

Students must meet General Education Requirements as follows:

GENERAL EDUCATION REQUIREMENTS

BS-EC 260	Microeconomics.....	3
EN-CP 103	English Composition I.....	3
EN-CP 104	English Composition II.....	3
EN-LT 217	Introduction to World Literature	3
HU-AR 101	Art Appreciation.....	3

MT-BI 100	Introduction to Biblical Literature	3
MT-BI 101	Survey of the Old Testament.....	3
MT-BI 102	Survey of the New Testament	3
MT-PH 364	Contemporary Culture & Worldview	3
MU-MS 105	Music Appreciation	3
NS-BI 100	Environmental Science w/ Lab	3
NS-MA 104	College Algebra	3
SP-SH 100	Fitness and Wellness for Life.....	3
SS-GE 113	World Geography	3
SS-HI 103	History of World Civilization I.....	3
SS-PO 203	American Government	3
SS-PY 110	General Psychology	3
SS-SO 202	Principles of Sociology.....	3
SS-SO 320	Cross Cultural Communication.....	3

DEGREE REQUIREMENTS:

EX-PY 201	Life and Learning Assessment Seminar	3
EX-MG 320	Research & Applied Statistics.....	3
BS-CP 235	Computer Applications in Business I.....	3
BS-CP 132	Introduction to Information Technology.....	3
BS-AC 120	Basic Accounting	3
SS-PO 112	Current World Problems	3
EX-MG 341	Theories in Leadership	3
EX-MG 360	Managerial Marketing.....	3
BS-EC 265	Personal Finance	3
SS-PY 335	Industrial/Organizational Psychology	3
EX-BS 356	Organizational Behavior & Leadership.....	3
EX-OR 425	Effective Personal and Org. Communication	3
BS-MG 371	Small Business Management.....	3
EX-MG 445	Human Resource Management	3
EX-MG 450	Strategic Planning.....	3
BS-MG 357	Business Law	3
EX-MG 435	Systems Approach to Management	3
EX-OR 455	Personal Values and Org. Ethics.....	3
SS-PY 320	Social Psychology	3
BS-MG 351	Principles of Management	3
EX-OR 465	Applied Research Project	3

BACHELOR OF SCIENCE IN MINISTRY - MINISTRY LEADERSHIP (ON-GROUND/ONLINE)

PURPOSE

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

The Ministry Leadership Emphasis serves:

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

DEGREE REQUIREMENTS

EX-BI 301	Old Testament Literature	3
EX-BI 302	New Testament Literature.....	3
EX-BI 303	Inductive Methodology: Gospel of Mark.....	3
EX-MN 319	Spiritual Formation	3
EX-BI 400	Biblical Theology II	3
EX-MN 402	Apologetics and Worldview	3
EX-MN 300	Learning Skills and Hermeneutics	3
EX-MN 340	Applied Pastoral Care	3
EX-MN 352	Pastoral Counseling	3
EX-BS 353	Management and Administration	3
EX-BS 356	Organizational Behavior and Leadership	3
EX-BI 358	Biblical Theology I	3
EX-MN 411	Homiletic and Critique	3
EX-TH 406	New Testament Theology of Evangelism.....	3
EX-TH 409	Practical Theology of Worship	3
MT-PH 331	History of Christianity	3

BACHELOR OF SCIENCE IN BUSINESS - ORGANIZATIONAL LEADERSHIP (NON-RESIDENTIAL/ON-GROUND)

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

DEGREE REQUIREMENTS

BS-EC 260	Microeconomics	3
BS-MG 357	Business Law.....	3
EX-BI 407	A Biblical Panorama.....	3
EX-MG 320	Introduction to Research & Analysis	
EX-MG 330	Principles of Management and Supervision	3
EX-MG 341	Theories in Leadership	3
EX-MG 350	Social Problems & Their Impact on the Workplace	3
EX-MG 360	Managerial Marketing	3
EX-MG 435	A Systems Approach to Management	3
EX-MG 445	Human Resource Management.....	3
EX-MG 450	Strategic Planning	3
EX-OR 415	Group & Organizational Dynamics	3
EX-OR 425	Effective Personal and Organization Communication	3
EX-OR 455	Personal Values & Organizational Ethics	3
EX-OR 465	Research Project.....	3
EX-PY 301	Adult Development & Life Assessment	3
	Using Statistics.....	3

BACHELOR OF SCIENCE - AVIATION MANAGEMENT (ONLINE)

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.

DEGREE REQUIREMENTS

<table border="0"> <tr> <td style="padding-right: 20px;">AV-AF 100</td> <td>Principles of Aviation I.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AF 200</td> <td>Principles of Aviation II.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AF 305</td> <td>Meteorology.....</td> <td style="text-align: right;">3</td> </tr> </table>	AV-AF 100	Principles of Aviation I.....	3	AV-AF 200	Principles of Aviation II.....	3	AV-AF 305	Meteorology.....	3	<table border="0"> <tr> <td>AV-AF 306</td> <td>Aviation Safety.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AF 308</td> <td>Aviation Physiology.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AF 407</td> <td>Aviation Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AF 408</td> <td>Airport Management.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AP 395</td> <td>Practicum.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>AV-AP 493</td> <td>Research Project.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>BS-MG 351</td> <td>Principles of Management.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EX-BS 356</td> <td>Organizational Behavior and Leadership.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EX-OR 455</td> <td>Personal Values & Org. Ethics.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MS-MG 371</td> <td>Small Business Management.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MT-BI 100</td> <td>Introduction to Biblical Literature</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MT-PH 364</td> <td>Contemporary Culture & Worldview.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>SS-SO 320</td> <td>Cross Cultural Communication</td> <td style="text-align: right;">3</td> </tr> </table>	AV-AF 306	Aviation Safety.....	3	AV-AF 308	Aviation Physiology.....	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	Small Business Management.....	3	MT-BI 100	Introduction to Biblical Literature	3	MT-PH 364	Contemporary Culture & Worldview.....	3	SS-SO 320	Cross Cultural Communication	3
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 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	Small Business Management.....	3																																															
MT-BI 100	Introduction to Biblical Literature	3																																															
MT-PH 364	Contemporary Culture & Worldview.....	3																																															
SS-SO 320	Cross Cultural Communication	3																																															

BACHELOR OF SCIENCE - SPORT MANAGEMENT - ONLINE

PURPOSE

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.

DEGREE REQUIREMENTS

BS-CP 235	Computer Applications in Business	3
BS-MG 371	Small Business Management	3
EX-OR 425	Effective Personal & Org. Communication..	3
MT-BI 100	Introduction to Biblical Literature.....	3

MT-PH 364	Contemporary Culture & Worldview.....	3
SP-SH 202	Introduction to PE, Sport, & Fitness	3
SP-SH 204	Theory of Coaching.....	3
SP-SH 410	Recreational Facilities.....	3
SP-SH 425	Admin & Org. Of PE, Sport, & Fitness	3
SP-SH 491	Sport Science Seminar	3
SP-SM 200	Introduction to Sport Management	3
SP-SM 302	Sport Law	3
SP-SM 315	Sport Marketing.....	3
SP-SM 395	Sport Management Practicum	3
SP-SM 406	Issues and Trends in Sports	3
SP-SM 497	Special Topics in Sport Management	3

Residential Programs



MINORS/LIBERAL STUDIES TRACKS

Minors, Liberal Studies tracks, and Associate degree concentrations 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 20 hours, which must include at least 10 hours of upper division (300/400 level) courses. *If listed courses do not include the full 10 hours of upper division, upper division requirements must be met through appropriate electives.*

OUTLINE OF DEPARTMENTS AND MINORS/TRACKS

- Business
 - Accounting
 - Business
 - Management
 - Small Business Management
- English
 - Communications
 - English
- Humanities
 - Art
 - Literature
 - Music
 - Spanish
 - Theatre
- Ministry & Theology
 - Biblical Literature
 - Ministry
 - Missions
 - Student Ministries – Children
 - Student Ministries – Youth
 - Worship Arts
- Science & Mathematics
 - Aviation
 - Biological/Environmental Science
 - Forensic Science
 - Health Careers
 - Mathematics
- Social Sciences
 - Criminal Justice
 - Elementary Paraprofessional
 - History
 - History/Political Science
 - Political Science
 - Psychology
 - Psychology/Sociology
 - Sociology
- Sport Science and Health
 - Coaching
 - Exercise Science
 - Sport Management

BUSINESS

Accounting

BS-AC 220	Financial Accounting.....	3
BS-AC 221	P) Managerial Accounting	3
BS-AC 322	P) Cost Accounting.....	3
BS-EC 261 [G]	Macroeconomics	3
BS-MG 311	P) Advanced Professional Communications.....	3
BS-MG 353	P) Principles of Finance.....	3
BS-MG 357	Business Law.....	3

Business

BS-AC 220	Financial Accounting.....	3
BS-CP 235	P) Computer Applications in Business I	3
BS-EC 261	Macroeconomics	3
BS-MG 351	Principles of Management	3
BS-MG 352	P) Principles of Marketing	3
BS-MG 353	P) Principles of Finance.....	3
BS-MG 357	Business Law.....	3

Management

BS-AC 120	Basic Accounting.....	3
BS-EC 261	Macroeconomics	3
BS-MG 311	P) Advanced Professional Communications.....	3
BS-MG 351	Principles of Management	3
BS-MG 355	P) Organizational Behavior	3
BS-MG 356	Human Resource Management.....	3
BS-MG 357	Business Law.....	3

Small Business Management

BS-AC 120	Basic Accounting.....	3
BS-CP 235	P) Computer Applications in Business I	3
BS-CP 335	P) Computer Applications in Business II	3
BS-MG 352	P) Principles of Marketing	3
BS-MG 356	Human Resource Management.....	3
BS-MG 357	Business Law.....	3
BS-MG 371	Small Business Management.....	3

ENGLISH

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	P) Persuasion/Argumentation	3
	Communication Electives	1-3

English

EN-LT 205 [G]	Introduction to Literature	2
	English/Literature Electives	18

Literature

EN-LT 205 [G]	Introduction to Literature	2
EN-LT 301 [G]	American Literature	3
EN-LT 304 [G]	British Literature I	OR
EN-LT 305 [G]	British Literature II.....	3
	Literature Electives.....	12

HUMANITIES

Art

Choose twenty (20) hours 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]	P) 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]	P) Painting w/Acrylics II	2
HU-AR 206 [G]	P) Painting w/Oils II	2
HU-AR 207 [G]	Color Theory.....	2
HU-AR 208 [G]	Portraiture.....	2
HU-AR 209 [G]	P) 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]	P) Intermediate Drawing	2
HU-AR 305 [G]	P) Intermediate Acrylics	2
HU-AR 306 [G]	P) Intermediate Oils	2
HU-AR 308 [G]	Murals	2-4
HU-AR 309 [G]	P) Intermediate Photography.....	2
HU-AR 355 [G]	P) Art & Architecture	2
HU-AR 403 [G]	P) Advanced Drawing	2
HU-AR 405 [G]	P) Advanced Acrylics.....	2
HU-AR 406 [G]	P) Advanced Oils.....	2
HU-AR 491	P) 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	P) Music Theory II.....	3
MU-MS 104	P) 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 109 [G]	P) Spanish II	4
HU-FL 208 [G]	P) Intermediate Spanish	4
HU-FL 308 [G]	P) Advanced Spanish	4
HU-FL 310 [G]	P) Conversational Spanish	4

Theatre

HU-TH 105 [G]	Theatre Production: Blocking & Choreo.....	2
---------------	--	---

HU-TH 107 [G]	Acting I.....	3
HU-TH 112 [G]	Introduction to Theatre.....	3
HU-TH 210 [G]	Stagecraft I.....	2
3	Upper division Theatre/Communication Electives.....	10

MINISTRY AND THEOLOGY

Biblical Literature

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

Electives:

SS-PY 320	P) 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	Leading Lay Ministry	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

Choose one of the Following:

SS-PY 201	P) Human Growth and Development.....	3
SS-PY 307	P) Child and Adolescent Development.....	3
SS-PY 309	P) Adolescent Development.....	3

Student Ministries (Youth)

MT-BI 301	Hermeneutics: IBS	3
MT-MN 221	Leading Lay Ministry.....	3
MT-MN 222	Youth Ministry I.....	3
MT-MN 322	P) 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

Choose One of the Following:

SS-PY 201	P) Human Growth and Development.....	3
SS-PY 307	P) Child and Adolescent Development.....	3
SS-PY 309	P) 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

Aviation

NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar (Natural Science).....	1

Choose from the following (18 hours):

AV-AF 101	Foundational Concepts of Aviation	3
AV-AF 201	Introduction to Aviation	3
AV-AF 301	P) Private Flying.....	3
AV-AF 302	P) Intro to Instrument Flying	3
AV-AF 303	P) Instrument Flying I	3
AV-AF 304	P) Instrument Flying II	3
AV-AF 305	P) Meteorology	4
AV-AF 401	Introduction to Commercial Flying.....	3
AV-AF 402	P) Commercial Flying I.....	3
AV-AF 403	P) Commercial Flying II.....	3
AV-AF 404	P) Certified Flight Instructor – Ground & Flying	4
AV-AF 405	P) Certified Flight Instructor – Inst.	1-2
AV-AF 406	P) Multi-Engine Rating.....	1

General Education Requirements:

NS-MA 104 [G]	P) College Algebra	OR
NS-MA 111 [G]	P) Calculus I	3-4

Environmental Sciences

NS-BI 100 [G]	Environmental Science w/ Lab	4
NS-CH 111 [G]	P) College Chemistry I w/ Lab.....	4

NS-CH 112 [G]	P) College Chemistry II w/ Lab.....	4
NS-BI 304 [G]	P) 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]	P) Invertebrate Zoology w/ Lab	4
NS-BI 202 [G]	P) 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]	P) Ecology of the Southwest w/ Lab	4
NS-BI 307 [G]	P) Florida Ecology w/ Lab	4

General Education Requirements:

NS-MA 104 [G]	P) College Algebra	OR
NS-MA 111 [G]	P) Calculus I.....	3-4

Forensic Sciences

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

Electives:

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

General Education Requirements:

NS-MA 104 [G]	P) College Algebra	OR
NS-MA 111 [G]	P) Calculus I.....	3-4

Health Careers

NS-BI 204 [G]	P) Human Anatomy & Physiology I w/Lab ...	3
NS-BI 205 [G]	P) Human Anatomy & Physiology II w/Lab ..	3
NS-BI 304 [G]	P) Microbiology w/ Lab.....	4
NS-BI 310 [G]	P) Genetics w/ Lab	4
NS-CH 111 [G]	P) College Chemistry I w/ Lab	4
NS-CH 112 [G]	P) College Chemistry II w/ Lab	4
NS-SM 291	Natural Science Seminar.....	1
NS-SM 491	Senior Seminar (Natural Science)	1
NS-AP 493	Research Project [Natural Science]	OR
NS-AP 495	Internship [Natural Science]	2-4

General Education Requirements:

NS-MA 104 [G]	P) College Algebra	OR
NS-MA 111 [G]	P) 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]	P) General Physics I w/Lab	4
NS-PH 206 [G]	P) General Physics II w/Lab	4

Mathematics

NS-MA 111 [G]	P) Calculus I	4
NS-MA 211 [G]	P) Calculus II	4
NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar (Natural Science)	1

Electives:

NS-AP 493	Research Project [Natural Science]	2
NS-AP 495	Internship [Natural Science]	4
NS-MA 104	College Algebra	3
NS-MA 105	College Trig. & Analytical Geometry	2
NS-MA 201	Survey of Contemporary Mathematics	3
NS-MA 310	P) Applied Statistics/Research Methods	3
NS-MA 311	P) Calculus III	4
NS-MA 316	P) History of Mathematics	2
NS-MA 411	P) Differential Equations	4
NS-MA 412	P) Advanced Calculus	4
NS-MA 413	P) Modern Advanced Algebra	3
NS-MA 414	P) Discrete Mathematics	4
NS-MA 415	P) Modern Geometry	3

SOCIAL SCIENCE

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-CJ 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	P) Exceptional & Diverse Learners	3
ED-CC 315	P) Classroom Management	2
ED-EE 225	Essentials of Children's Literature	2

ED-EE 340	P) Foundations of Literacy	3
ED-EE 345	P) Elementary Mathematics Methods	3

Choose at least one of the following:

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

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]	P) Statistics	3
SS-GE 113 [G]	World Geography	3
SS-HI 244	Social History of the 1960s	1
SS-HI 245	History of World War II	1
SS-HI 310	Cultural and Geo-Historical Settings of the Bible	2-4
SS-HI 331 [G]	History of Christianity	3
SS-HI 332	Late 20 th Century World History	3
SS-HI 334	Kansas History	3
SS-HI 343	The American Revolution	2
SS-HI 344	A History of Minorities in the U.S.	2
SS-HI 463	Historiography	2
SS-HI 492	Senior Seminar [History]	1
SS-SO 328 [G]	Field Anthropology	3

Four elective hours 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	4
MU-MS 362 [G]	Music History I	3
MU-MS 363 [G]	Music History II	3
MU-MS 364 [G]	Music History III	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
SS-HI 106 [G]	U.S. History II	3

Electives:

Any history course (SS-HI)		
Any political science course (SS-PO)		
BS-EC 261 [G]	Macroeconomics	3
NS-MA 209 [G]	Statistics	3
SS-GE 113 [G]	World Geography	3
SS-SO 202 [G]	Principles of Sociology	3
SS-SO 306	P) Social Problems	3
SS-SO 328 [G]	Field Anthropology	4

Four elective hours 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	4
MU-MS 362 [G]	Music History I.....	3
MU-MS 363 [G]	Music History II.....	3
MU-MS 364 [G]	Music History III.....	3

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

Electives:

BS-EC 261	Macroeconomics.....	3
BS-MG 372	P) 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	P) 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	Educational Psychology.....	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

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	Macroeconomics.....	3
BS-MG 363	Professional Ethics	3
ED-CC 280	Educational Psychology.....	4
NS-MA 209 [G]	P) 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	P) Social Psychology.....	3
SS-SO 202 [G]	Principles of Sociology	3
SS-SO 306	P) Social Problems	3
SS-SO 381 [G]	Marriage & Family	3-4
SS-SO 458	P) Sociological Theory.....	3

Electives:

BS-EC 261	Macroeconomics	3
NS-MA 209 [G]	P) 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	P) Human Growth & Development	3
SS-PY 307	P) Child & Adolescent Development	3
SS-PY 310	Applied Statistics & Research Methods.....	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

SPORT SCIENCE & HEALTH

Coaching

SP-SH 201	First Aid.....	2
SP-SH 202	Introduction to P.E., Sport, & Fitness	3
SP-SH 204	Theory of Coaching.....	2
SS-PY 400	P) Sports & Exercise Psychology	2

Choose at least one:

SP-SH 308	P) Exercise Physiology	3
SP-SH 310	P) Kinesiology	3

Choose two from the following:

SP-SH 305	Theory of Coaching Basketball	2
SP-SH 306	Theory of Coaching Tennis	2
SP-SH 313	Theory of Coaching Baseball	2
SP-SH 318	Theory of Coaching Soccer	2

Electives:

SP-SH 203	Care & Treatment of Athletic Injuries	2
SP-SH 208	Introduction to Team Sports	3
SP-SH 270	Officiating	2
SP-SH 307	Individual & Dual Sports Analysis	2
SP-SH 312	Adaptive Physical Education.....	2

Exercise Science

NS-BI 101 [G]	General Biology w/ Lab.....	4
NS-BI 204 [G]	P) Human Anatomy & Physiology I w/Lab ...	3
NS-BI 205 [G]	P) Human Anatomy & Physiology II w/Lab ...	3
SP-SH 308	P) Exercise Physiology	3
SP-SH 310	P) Kinesiology	3

Electives:	
SP-SH 201	First Aid 2
SP-SH 202	Introduction to P.E., Sport, & Fitness 3
SP-SH 203	Care and Treatment of Athletic Injuries 2
SP-SH 312	Adaptive Physical Education..... 2
SP-SH 320	Measurement & Evaluation in Health & Physical Education..... 3
SP-SH 314 [G]	Sport Nutrition 3
SP-SH 415	P) Exercise Testing, Evaluation & Prescription 3
SP-SH 420	P) Exercise Leadership 3
SP-SH 425	Administration & Organization of P.E., Sport & Fitness 3
SS-PY 400	Sport & Exercise Psychology..... 2

Sport Management

SP-SH 202	Introduction to P.E., Sport, & Fitness 3
SP-SH 410	Recreational Facilities..... 3
SP-SH 425	Administration & Organization of P.E., Sport & Fitness 3
SP-SM 200	Introduction to Sport Management 3
SP-SM 302	Sport Law..... 3

Choose at least one:

BS-MG 311	Advanced Professional Communications 3
-----------	---

BS-MG 371	Small Business Management..... 3
-----------	----------------------------------

Choose at least one:

SP-SM 315	P) Sport Marketing..... 3
BS-MG 352	P) Principles of Marketing..... 3

Recommended Electives:

SP-SM 406	Issues & Trends in Sports..... 3
SP-SM 497	Special Topics in Sport Management 3

Recreation

SP-SH 202	Introduction to P.E., Sport, & Fitness 3
SP-SH 250	Intramural/Rec Sports Admin. 3
SP-SH 309	Outdoor Recreation/Education 3
SP-SH 410	P) Recreational Facilities..... 3

Electives:

SP-SH 201	First Aid..... 2
SP-SH 203	Care and Treatment of Athletic Injuries 2
SP-SH 208	Introduction to Team Sports 2
SP-SH 307	Individual and Dual Sports Analysis 2
SP-SH 308	P) Exercise Physiology..... 3
SP-SH 312	Adaptive Physical Education..... 2
SP-SH 425	Administration & Organization of P.E., Sport & Fitness..... 3

AVIATION

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.

A student participating in the aviation program will also receive a general education background in science and liberal arts, which will prepare him or her to meet the challenges of the aeronautics industry successfully.

The estimated minimum cost for a full-time student to receive his/her Private Pilot Certificate (AV-AF 101, 102) 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 101 Introduction to Aviation and AV-AF 102 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 admissions 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.

DEGREE REQUIREMENTS

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

- a. Declare a major and complete a minor in aviation.
- b. Pursue a major in Liberal Studies and choose aviation as one of your tracks.

- c. Pursue an Associate of Arts or Associate of General Studies with an emphasis in aviation.

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 OF ARTS/ASSOCIATE OF GENERAL STUDIES

This two-year Associate in General Studies 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.

BUSINESS

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 carry out their own business affairs effectively. The faculty are dedicated to assisting the student to gain an understanding of the business world and an appreciation of the free enterprise economic structure.

OFF-CAMPUS PROGRAMS

Central Christian College of Kansas, as an affiliate member of the Council for Christian Colleges and Universities (CCCU), also offers off-campus semester and summer partnership programs. Students interested in Business, Economics or Finance can take advantage of this unique opportunity to make the world their classroom, going beyond the confines of the traditional classroom through the China Studies, Latin Studies, Russian Studies, American Studies, Contemporary Music Center or Los Angeles Film Studies programs.

PHI BETA LAMBDA

Anyone interested in business is encouraged to join Phi Beta Lambda (PBL). Monthly meetings include special speakers, films, and tours. 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.

Business Core (36 hours)

BS-AC 220	Financial Accounting	3
BS-AC 221	P) Managerial Accounting	3
BS-CP 132	Introduction to Information Technology.....	3
BS-CP 235	P) Computer Applications in Business I.....	3
BS-EC 260	Microeconomics	3
BS-EC 261	Macroeconomics	3
BS-MG 311	P) Advanced Professional Communications	3
BS-MG 351	Principles of Management	3
BS-MG 352	P) Principles of Marketing	3
BS-MG 353	P) Principles of Finance	3
BS-MG 357	Business Law	3
BS-MG 451	P) Strategic Management.....	3

ACCOUNTING

DEGREE REQUIREMENTS (62 HOURS)

Business Core (36 hours)

Accounting Core (29 hours)

BS-MG 209	Statistics.....	3
BS-AC 320	P) Intermediate Accounting I.....	4
BS-AC 321	P) Intermediate Accounting II.....	4
BS-AC 322	P) Cost Accounting.....	3
BS-## ***	Business Electives (upper division)	6

Choose two of the following:

BS-AC 323	P) Computerized Accounting (Quickbooks) 3	
BS-AC 437	P) (MC) Principles of Auditing.....	3
BS-AC 316	P) (MC) Individual Income Tax	3

MANAGEMENT

DEGREE REQUIREMENTS (51 HOURS)

Business Core (36 hours)

Management Core (9 hours + 6 elective hours)

BS-MG 209	P) Statistics	3
BS-MG 355	Organizational Behavior	3
BS-MG 356	Human Resource Management.....	3
BS-## ***	Business Electives (upper division)	6

ORGANIZATIONAL LEADERSHIP

DEGREE REQUIREMENTS (41 HOURS)

Organizational Leadership Core (32 hours)

BS-CP 235	P) Computer Applications in Business I	3
BS-MG 311	P) Adv. Professional Communications	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
BS-MG 363	Professional Ethics	3
BS-MG 450	Studies in Christian Management.....	3
SS-PY 211	Leadership Development.....	2
SS-PY 320	P) Social Psychology.....	3
SS-PY 335	P) Industrial/Organizational Psychology.....	3

Choose 9 hours from the following:

BS-AC 120	Basic Accounting.....	3
BS-CP 132	Intro to Information Technology	3
BS-EC 261	Macroeconomics	3
BS-MG 209	P) Statistics	3
BS-MG 352	P) Principles of Marketing.....	3
BS-MG 451	Strategic Management	3

SS-PY 310	P) Research Methods/Applied Statistics	3
SS-SO 202 [G]	Principles of Sociology.....	3
BS-MG 371	Small Business Management	3

SMALL BUSINESS MANAGEMENT

DEGREE REQUIREMENTS (51 HOURS)

Business Core (36 hours)

Small Business Management Core

BS-CP 335	P) Computer Applications in Business II	3
BS-MG 356	Human Resource Management	3
BS-MG 371	Small Business Management	3
BS-## ***	Business Electives (upper division).....	6

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's 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. Students should not expect large lecture halls with hundreds of students feverishly taking notes, desperately trying to keep up with the professor's lecture. With an average of 15 -20 students in a class, students can expect a very personal and interactive classroom environment. Central Christian College of Kansas is a place where faculty and students wrestle together with the issues and, in turn, challenge one another toward excellence.

DEPARTMENT OPPORTUNITIES

Tiger Chronicle

The Tiger Chronicle is a bi-monthly publication produced by students in the newspaper classes. The paper offers

students practical experience in reporting, copy writing, photography, design, and experience in Adobe InDesign and editing.

Centralian

The Centralian is published yearly by the student staff in the magazine classes. Consisting of about 100 pages in content, the yearbook is a summary of life and activity for the current year.

Tiger's Eye

The Tiger's Eye is an award-winning literary production of the magazine production classes. It includes poetry, short stories, essays, music, photography, and art created by students. It is usually published alternate years. In 1996, the Tiger's Eye won second place in the Rocky Mountain Collegiate Media Association.

COMMUNICATIONS MAJOR WITH EMPHASIS

Communications Core (28 hours)

BS-CP 235	P) Computer Applications in Business I	3
BS-CP 335	P) Computer Applications in Business II	3
BS-MG 311	P) Advanced Professional Comm.	3
CO-CO 215	Newspaper Production	OR
CO-CO 217	Magazine Production	2
CO-CO 221	Introduction to Mass Media	3
CO-CO 312	Interpersonal Communication	3
CO-CO 323	Media Production I	3
CO-CO 340	Public Relations	3
CO-CO 412	P) Persuasion/Argumentation	3
CO-CO 395	Practicum [Communication]	OR
CO-CO 495	Internship [Communication]	2

MASS MEDIA EMPHASIS

DEGREE REQUIREMENTS (45 HOURS)

Communications Core (28 hours)

Mass Media Core (5 hours)

HU-AR 209[G]	Introduction to Photography	2
CO-CO 423	Media Production II	3

Mass Media Electives (12 hours)

BS-CP 132	Introduction to Information Technology	3
BS-CP 337	Web Page Design	3
BS-MG 363	Professional Ethics	3
CO-CO 320	Cross-Cultural Communications	2-4
EN-CP 210[G]	Creative Writing	4
EN-CP 402[G]	P) Advanced Grammar	3
EN-CP 405	P) Advanced Composition	3

EN-LT 220[G]	Film Studies	4
HU-AR 204	Photoshop CS4	2
HU-AR 211	InDesign CS4.....	2
MU-MS 179[G]	Introduction to Music Technology	3
CO-CO 215/415	Newspaper Production	or
CO-CO 217/417	Magazine Production	2

ORGANIZATIONAL COMMUNICATIONS EMPHASIS

DEGREE REQUIREMENTS (45 HOURS)

Communications Core (28 hours)

Organizational Communications Core (9 hours)

SS-PY 355	Organizational Behavior	3
BS-EC 260	Microeconomics.....	3
BS-CP 132	Introduction to Information Technology	3

Organizational Communications Electives (8 hours)

CO-CO 423	Media Production II.....	3
CO-CO 320	Cross-Cultural Communications.....	2-4
BS-MG 363	Professional Ethics	3
HU-AR 204	Photoshop CS-4 w/ lab.....	2
EN-CP 402 [G]	P) Advanced Grammar	3
EN-CP 404	P) Advanced Composition	3
HU-AR 211	InDesign CS-4 w/ lab	2
SS-PY 310	P) Research Methods	3
SS-PY 320	Social Psychology	3
SS-PY 335	Industrial/Organizational Psychology	3
BS-CP 337	Web Page Design.....	3

PUBLIC RELATIONS EMPHASIS

DEGREE REQUIREMENTS (45 HOURS)

Communications Core (28 hours)

Public Relations Core (8 hours)

HU-AR 204	Photoshop CS-4	2
CO-CO 423	Media Production II.....	3
BS-MG 352	P) Principles of Marketing	3

Public Relations Electives (9 hours)

BS-CP 132	Introduction to Information Technology	3
HU-AR 209[G]	Introduction to Photography	2
BS-MG 351	Principles of Management	3
BS-MG 363	Professional Ethics	3
EN-CP 402 [G]	P) Advanced Grammar	3
EN-CP 404	P) Advanced Composition	3
SS-PY 320	Social Psychology	3

BS-CP 337	Web Page Design	3
-----------	-----------------------	---

SPEECH/THEATRE

THE CENTRAL DISTINCTIVE

The Speech/Theatre major at Central Christian College of Kansas is 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.

The great part is that students can get involved right away. Even as freshmen students can begin to get “hands-on experience” rather than having to “wait their turn,” which happens at many larger universities. Central Christian’s distinctive size opens up the door for them to be involved in journalistic publications, dramatic productions, sports announcing, as well as many other venues.

DEGREE REQUIREMENTS (40 HOURS)

Speech/Theatre Core (31 hours)

HU-TH 107[G]	Acting I.....	3
HU-TH 112[G]	Introduction to Theatre	3
CO-CO 114	Oral Interpretation	2
HU-TH 201 [G]	P) Theatre Performance	1
HU-TH 105 [G]	Theatre Production: Block. & Choreo.....	2
HU-TH 205 [G]	Theatre Production: Makeup & Costume....	2
HU-TH 305 [G]	Theatre Production: Design & Effects	2
HU-TH 405 [G]	Theatre Production: Stage & Tech.	2
HU-TH 210 [G]	P) Stagecraft I	2
BS-MG 311	P) Advanced Professional Communications	3
CO-CO 312	Interpersonal Communication.....	3
CO-CO 412	P) Persuasion/Argumentation	3
EN-LT 230 [G]	P) Introduction to Shakespeare.....	3

Speech/Theatre Electives (9 hours)

CO-CO 393	Junior Project.....	2-4
CO-CO 493	Senior Project	2-4
HU-TH 208 [G]	P) Acting II.....	3
HU-TH 310 [G]	P) Stagecraft II	2
HU-TH 325	P) Religious Drama.....	2
HU-TH 333	Theatrical Design	3
HU-TH 345	P) Stage Directing	3
HU-TH 401 [G]	P) Theatre Performance	1-4
HU-TH 421 [G]	P) Advanced Acting.....	3
HU-TH 430	Play Readings.....	3

EDUCATION – ELEMENTARY EDUCATION

**Elementary Paraprofessional Minor available in Minors Section of 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 world view 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

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.

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.

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 world view.

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 hours 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) 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 Pre-Professional Skills Tests (PPST), taken freshman or sophomore year.
11. Recommend a minimum ACT score or SAT equivalent: Reading (20), Math (18), and English (19).
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.

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 references using the required form, Level II Reference for Admission to Clinical Teaching Experience. The following four references are required: (1) one faculty member in the candidate's content field, (2) one faculty member from an outside content field, (3) one employer or field experience supervisor, and (4) one pastoral reference.
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.

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. Present completed Portfolio Project for Evaluation IV, final evaluation by the Teacher Education Committee
2. Fulfill all graduation requirements for both professional and content area
3. Take the Praxis exams (PTL and content area)
4. Schedule and successfully complete a program exit interview with the TEC
5. Degree Awarded

DEGREE REQUIREMENTS

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

The teacher education program offers a major in elementary education. Students preparing for teacher licensure in the areas of history and government and Pre-K-12 physical education will complete a major in their respective field along with the professional education coursework.

Available Majors and Areas of Endorsement

- Elementary Education - Grades K-6
- History & Government - Grades 6-12
- Physical Education - Grades PreK-12

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,

Education students are required to take the following General Education related classes:

SS-GE 113 [G]	World Geography	3
SS-HI 105 [G]	U.S. History I	3
SS-HI 106 [G]	U.S. History II	3
SS-PY 110 [G]	General Psychology	3
SS-SO 381 [G]	Marriage & Family	3
NS-BI 101 [G]	General Biology w/ Lab.....	4
NS-MA 104 [G]	P) College Algebra.....	3
NS-PS 104 [G]	Earth Science w/Lab	4
HU-AR 101 [G]	Art Appreciation	2
HU-MU 105 [G]	Music Appreciation.....	2
MT-BI [G]	Choose one Bible course per year	8-12

These courses need to be completed in conjunction with the General Education Core. If not, then these courses will need to be scheduled in addition to the courses used to meet the General Education requirements.

Professional Education Core

ED-CC 100	Introduction to Education	2
ED-CC 110	Early Field Experience	1
ED-CC 120	Culturally Diverse Field Experience	1
ED-CC 265	P) Instructional Media & Technology	2
ED-CC 280	P) Ed. Psych. & Fundamentals of Learning ..	4
ED-CC 300	P) Exceptional & Diverse Learners.....	3
ED-CC 310	P) Educational Assessments & Statistics.....	3
ED-CC 315	P) Classroom Management	2
ED-CC 400	P) Philosophy of Education	2
ED-CC 410	P) Professional Practices in Education.....	2
ED-CC 450	P) Clinical Teaching Experience/Seminar...	14

Professional Education - Elementary Curriculum

ED-EE 225	P) Essentials of Children's Literature	2
ED-EE 340	P) Foundations of Literacy	3
ED-EE 341	P) Emerging Literacy & Assessment.....	4
ED-EE 343	P) Elementary Language Arts Methods	2
ED-EE 345	P) Elementary Mathematics Methods.....	3
ED-EE 346	P) Elementary Science Methods.....	3
ED-EE 347	P) Elementary Social Science Methods.....	3
ED-EE 348	P) Elementary Fine Arts Methods.....	2
ED-PE 350	P) PreK-6 Physical Education Methods	2
ED-EE 380	P) Junior Teaching Practicum - Elem.....	4
ED-EE 442	P) Adv. Literacy Instruct & Assessment	3

EDUCATION – SECONDARY (ENGLISH; HISTORY/GOVERNMENT; MATH)

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.

VISION

The vision of the Central Christian College of Kansas Teacher Education Program is to prepare quality professional teachers with a Christian world view to teach in public, private, and Christian schools around the world.

MISSION

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

ACCREDITATION

Central Christian College of Kansas has a long history of helping educate our nation's teachers. Education is the most commonly pursued occupation among all of our alumni. Central's Department of Teacher Education is accredited by the Kansas State Board of Education.

TEACHER CANDIDATE OUTCOMES

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.

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.

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 world view.

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 hours 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) 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 Pre-Professional Skills Tests (PPST), taken freshman or sophomore year.
11. Recommend a minimum ACT score or SAT equivalent: Reading (20), Math (18), and English (19).
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.

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

Degrees/Majors/Minors

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 references using the required form, Level II Reference for Admission to Clinical Teaching Experience. The following four references are required: (1) one faculty member in the candidate's content field, (2) one faculty member from an outside content field, (3) one employer or field experience supervisor, and (4) one pastoral reference.
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.

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. Present completed Portfolio Project for Evaluation IV, final evaluation by the Teacher Education Committee
2. Fulfill all graduation requirements for both professional and content area
3. Take the Praxis exams (PTL and content area)
4. Schedule and successfully complete a program exit interview with the TEC
5. Degree Awarded

PROGRAM REQUIREMENTS

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

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,

Education students are required to take the following General Education related classes:

SS-GE 113 [G]	World Geography	3
SS-HI 105 [G]	U.S. History I.....	3

SS-HI 106 [G]	U.S. History II	3
SS-PY 110 [G]	General Psychology	3
SS-SO 381 [G]	Marriage & Family	3
NS-BI 101 [G]	General Biology w/ Lab.....	4
NS-MA 104 [G]	P) College Algebra	3
NS-PS 104 [G]	Earth Science w/Lab	4
HU-AR 101 [G]	Art Appreciation	2
HU-MU 105 [G]	Music Appreciation.....	2

These courses need to be completed in conjunction with the General Education Core. If not, then these courses will need to be scheduled in addition to the courses used to meet the General Education requirements.

Professional Education - Core Curriculum

ED-CC 100	Introduction to Education	2
ED-CC 110	Early Field Experience.....	1
ED-CC 120	Culturally Diverse Field Experience	1
ED-CC 265	Instructional Media & Technology	2
ED-CC 280	Ed. Psych. and Fundamentals of Learning ...	4
ED-CC 300	P) Exceptional & Diverse Learners.....	3
ED-CC 310	P) Educational Assessments & Statistics	3
ED-CC 315	P) Classroom Management	2
ED-SE 320	P) Reading Strategies for the Content	2
Areas		
ED-SE 385	P) Junior Teaching Practicum - Secondary...4	
ED-CC 400	P) Philosophy of Education.....	2
ED-CC 410	P) Professional Practices in Education.....	2
ED-CC 450	P) Clinical Teaching Experience/Seminar ..14	

English Core Curriculum

CO-CO 215	Newspaper Production	OR
CO-CO 217	Magazine Production.....	2
CO-CO 312	Interpersonal Communications	3
ED-SE 351	P) Secondary English Methods	3
EN-CP 402 [G]	P) Advanced Grammar	3
EN-CP 405	P) Advanced Composition	3
EN-LG 220[G]	P) Linguistics I	2
EN-LG 320[G]	P) Linguistics II	2
EN-LT 205[G]	Introduction to Literature	2
EN-LT 217[G]	Introduction to World Literature.....	3
EN-LT 230[G]	P) Introduction to Shakespeare.....	3
EN-LT 301[G]	American Literature.....	3
EN-LT 302[G]	P) Children’s and Adolescent Literature	2
EN-LT 304[G]	British Literature I.....	3
EN-LT 305[G]	British Literature II.....	3
Choose at least one of the following:		
SS-PY 207	Adolescent Development	3
SS-PY 307	Child & Adolescent Development.....	3

The above curriculum is designed to fulfill the requirements of the Kansas Department of Education for English teacher licensure.

History & Government Core Curriculum

BS-EC 261	Macroeconomics	3
ED-SE 381	P) Secondary Hist. & Gov. Methods	3

SS-GE 113 [G]	World Geography	3
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
SS-PO 203	American Government	3
SS-SO 202 [G]	Principles of Sociology.....	3
SS-HI 331 [G]	History of Christianity.....	3
SS-HI 332 [G]	Late 20 th Century World History.....	3
SS-PO 333	Political Science and Thought.....	3
SS-HI 334	Kansas History	2
SS-HI 343	The American Revolution	2
SS-HI 344	A History of Minorities in the U.S.	2
SS-HI 463	Historiography.....	2
SS-HI 492	Senior Seminar	1

The above curriculum is designed to fulfill the requirements of the Kansas Department of Education for history and government teacher licensure.

Mathematics Core Curriculum

NS-AP 493	Research Project [Natural Science]	OR
NS-AP 495	Practicum [Natural Science]	4
NS-MA 111 [G]	P) Calculus I.....	4
NS-MA 209 [G]	P) Statistics	3
NS-MA 211	P) Calculus II.....	4
NS-MA 310	Applied Statistics/Research Methods.....	3
NS-MA 311	P) Calculus III.....	4
NS-MA 316	History of Mathematics	2
NS-MA 317	P) Research Methods/Applied Statistics.....	3
NS-MA 413	Modern Advanced Algebra	4
NS-MA 414	Discrete Mathematics.....	4
NS-MA 415	Modern Geometry	4
NS-SM 291	Natural Science Seminar	1
NS-SM 491	Senior Seminar [Natural Science]	1

The above curriculum is designed to fulfill the requirements of the Kansas Department of Education for mathematics teacher licensure.

EDUCATION (PHYSICAL EDUCATION: PREK-12)

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 world view 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 world-view.

ACCREDITATION

Central Christian College of Kansas has a long history of helping educate our nation's teachers. Education is the most commonly pursued occupation among all of our alumni. Central's Department of Teacher Education is accredited by the Kansas State Board of Education.

TEACHER CANDIDATE OUTCOMES

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.

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.

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 world view.

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 hours 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) 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 Pre-Professional Skills Tests (PPST), taken freshman or sophomore year.
11. Recommend a minimum ACT score or SAT equivalent: Reading (20), Math (18), and English (19).
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.

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 references using the required form, Level II Reference for Admission to Clinical Teaching Experience. The following four references are required: (1) one faculty member in the candidate's content field, (2) one faculty member from an outside content field, (3) one employer or field experience supervisor, and (4) one pastoral reference.
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.

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. Present completed Portfolio Project for Evaluation IV, final evaluation by the Teacher Education Committee
2. Fulfill all graduation requirements for both professional and content area
3. Take the Praxis exams (PTL and content area)
4. Schedule and successfully complete a program exit interview with the TEC
5. Degree Awarded

DEGREE REQUIREMENTS

A Physical Education major for PreK - 12 Teacher Licensure requires 42 semester hours, including 35 hours of Core P.E. courses, 3 hours of Professional Skills courses, and 4 hours of Activity 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,

Education students are required to take the following General Education related classes:

SS-GE 113 [G]	World Geography	3
SS-HI 105 [G]	U.S. History I	3
SS-HI 106 [G]	U.S. History II	3
SS-PY 110 [G]	General Psychology	3
SS-SO 381 [G]	Marriage & Family	3
NS-BI 101 [G]	General Biology w/ Lab	4
NS-MA 104 [G]	P) College Algebra	3
NS-PS 104 [G]	Earth Science w/Lab	4

HU-AR 101 [G]	Art Appreciation	2
HU-MU 105 [G]	Music Appreciation	2

These courses need to be completed in conjunction with the General Education Core. If not, then these courses will need to be scheduled in addition to the courses used to meet the General Education requirements.

Professional Education - Core Curriculum

ED-CC 100	Introduction to Education	2
ED-CC 110	Early Field Experience	1
ED-CC 120	Culturally Diverse Field Experience	1
ED-CC 265	Instructional Media & Technology	2
ED-CC 280	Ed. Psych. and Fundamentals of Learning ...	2
ED-CC 300	P) Exceptional & Diverse Learners	3
ED-CC 310	P) Educational Assessments & Statistics	3
ED-CC 315	P) Classroom Management	2
ED-CC 400	P) Philosophy of Education	2
ED-CC 410	P) Professional Practices in Education	2
ED-CC 450	P) Clinical Teaching Experience/Seminar ..	14
ED-PE 350	P) PreK-6 Physical Education Methods	2
ED-PE 351	P) 6-12 Physical Education Methods	2
ED-SE 320	P) Reading Strategies for the Content	2
ED-SE 385	P) Junior Teaching Practicum - Secondary ...	4

Physical Education Core Requirements

SP-SH 202	Intro to P.E., Sport & Fitness	3
NS-BI 204	P) Anatomy & Physiology I w/Lab	3
NS-BI 205	P) Anatomy & Physiology II w/Lab	3
SP-SH 208	Introduction to Team Sports	2
SP-SH 210	Personal & Community Health	2
SP-SH 307	Individual & Dual Sports Analysis	2
SP-SH 308	P) Exercise Physiology	3
SP-SH 309	Outdoor Recreation Education	3
SP-SH 310	P) Kinesiology	3
SP-SH 312	Adaptive Physical Education	2
SP-SH 320	Measurement & Evaluation in Health & Physical Education	3
SP-SH 420	P) Exercise Leadership	3
SP-SH 425	Administration & Organization of P.E., Sport & Fitness	3
SP-SH 426	Motor Learning	3

Professional Skills (required)

SP-AC 145	Aquatics/Life Guarding I	1
SP-AC 146	Folk, Square & Social Dance I	1
SP-AC 147	Tumbling I	1
SP-AC ***	Activity Course	1
SP-AC ***	Activity Course	1
SP-AC ***	Activity Course	1
SP-AC ***	Activity Course	1

The above curriculum is designed to fulfill the requirements of the Kansas Department of Education for PreK-12 Physical Education teacher licensure.

ENGLISH

THE CENTRAL DISTINCTIVE

The English Major offers studies in writing, detailed studies of literature, and introductory studies in modern literary theory all of which will engage students to explore the relationships between literature and their faith in Jesus Christ. A full course of study in English enables students to interpret and synthesize complex information; competently and creatively communicate as well as employ adaptable research and problem-solving skills. Therefore, the BS with English Major will serve as a foundational degree that offers excellent training for a wide variety of employment opportunities including writing, editing, journalism, ministry, law, public relations, education, and business.

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-mic 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.

DEGREE REQUIREMENTS (40 HOURS)

English Core (29 hours)

EN-LT 205 Intro to Literature.....2

EN-LT 217	Intro to World Literature	3
EN-LG 220	P) Linguistics I	2
EN-LG 320	P) Linguistics II	2
EN-LT 222	Studies in Poetry.....	3
EN-LT 230	P) Introduction to Shakespeare	3
EN-LT 301	American Literature.....	3
EN-LT 304	British Literature I	OR
EN-LT 305	British Literature II	3
EN-CP 402	P) Advanced Grammar	OR
EN-CP 405	P) Advanced Composition.....	3
EN-LT 415	American Novel	OR
EN-LT 417	British Novel	3
EN-SM 491	P) Senior Seminar	2

Journalism Focus (4 hours)

CO-CO 215	P) Newspaper Production.....	2
CO-CO 415	P) Newspaper Production.....	2
CO-CO 217	P) Magazine Production.....	2
CO-CO 417	P) Magazine Production.....	2

English Electives (7 hours)

EN-CP 210	Creative Writing.....	4
EN-CP 410	P) Advanced Creative Writing.....	4
EN-LT 220	Film Studies	4
EN-LT 225	Literature and Film	3
EN-LT 250	Greco-Roman Mythology	2
EN-LT 302	P) Children’s and Adolescent Literature	2
EN-LT 307	P) C.S. Lewis	2-4
EN-LT 308	Fantasy, Film, and Faith	2
EN-LG 420	Linguistics III.....	2
EN-PR 393	Junior Project.....	1-3
EN-PR 493	Senior Project	1-3
EN-PR 494	Research Project	1-3

MUSIC

Fine Arts at Central Christian College of Kansas are viewed as tools 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 Core (35 hours)

MU-AP 209	Piano Proficiency I.....	1
MU-AP 210	P) Piano Proficiency II.....	1
MU-MS 101	Music Theory I.....	3
MU-MS 102	Ear Training I.....	1
MU-MS 103	P) Music Theory II.....	3
MU-MS 104	P) Ear Training II.....	1
MU-MS 179	Introduction to Music Technology.....	2
MU-MS 201	P) Music Theory III.....	3
MU-MS 202	P) Ear Training III.....	1
MU-MS 203	P) Music Theory IV.....	3
MU-MS 204	P) Ear Training IV.....	1
MU-MS 303	Computer Composition.....	2
MU-MS 362	Music History I.....	3
MU-MS 363	Music History II.....	3
MU-MS 364	Music History III.....	3
MU-MP 321	Junior Recital/Project.....	1
MU-MP 421	Senior Recital/Project.....	1

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 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.

DEGREE REQUIREMENTS (70 HOURS)

Music Core (35 hours)

Contemporary Music Core (24 hours)

MU-AP [G]	Applied Lessons (Primary Instrument).....	6
MU-AP [G]	Applied Lessons (Secondary Instrument)....	1
MU-EN/MP [G]	Ensemble.....	12
MU-MS 379	P) Studio Production Techniques.....	3
MU-MS 420	Worship, Performance and the Contemporary Musician.....	2

Electives (11 hours)

MU-MS 304	P) Songwriting.....	2
MU-MS 305	Music Business.....	4

MU-MS 306 [G]	Popular Music in America.....	2
MU-MS 325	P) Counterpoint/Orchestration.....	3
MU-MS 404	Advanced Songwriting.....	2-4
MU-MS 479	P) Advanced Studio Techniques.....	2
MU-MS 380	Music Publishing.....	2
MU-MS 371	Electronic Music.....	2

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.

DEGREE REQUIREMENTS (60 HOURS)

Music Core (35 hours)

Music Major Core (25 hours)

MU-AP [G]	Applied Lessons (Primary Instrument).....	8
MU-MS 310	P) Basic Conducting.....	2
MU-AP [G]	Applied Lesson (Secondary Instrument).....	1
MU-EN/MP [G]	Music Performance Group.....	8
MT-MS 420	Worship Performance and the Contemporary Musician.....	2
Music Electives	6

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.

DEGREE REQUIREMENTS (70 HOURS)

Music Core (35 hours)

Piano Performance Core (35 hours)

MU-AP 309	P) Piano Proficiency III.....	1
MU-AP 310	P) Piano Proficiency IV.....	1
MU-AP [G]	Applied Lesson (Vocal or Instrument).....	1
MU-EN [G]	Music Performance Group.....	8
MT-TH 420	Worship, Performance and the Contemporary Musician.....	2
MU-AP [G]	Applied Piano Lessons.....	12
MU-MS 325	P) Counterpoint/Orchestration.....	3
MU-MS 329 [G]	Piano Literature and Pedagogy.....	3
Music Electives	4

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.

DEGREE REQUIREMENTS (70 HOURS)

Music Core (35 hours)

Vocal Performance Core (35 hours)

MU-MS 227	P) Vocal Diction.....	2
MU-MS 325	P) Counterpoint/Orchestration	3
MU-MS 327	P) Vocal Literature and Pedagogy.....	3
MU-MS 420	Worship, Performance and the Contemporary Musician	2
MU-AP [G]	Applied Voice Lessons	12
MU-AP [G]	Applied Lesson (Instrument)	1
MU-EN/MP	Ensemble	8
	Music Electives	4

***WORSHIP ARTS MAJOR LISTED UNDER MINISTRY AND THEOLOGY DEPARTMENT.**

LIBERAL STUDIES

The liberal studies major allows you to take control of your educational course and design your major based on your personal educational goals. To complete the liberal studies major, you will need to select two tracks. Each track should be from a different concentration (academic area).

CONCENTRATIONS/TRACKS

- Business
 - Accounting
 - Business
 - Management
 - Small Business Management

- English
 - Communications
 - English

- Humanities
 - Art
 - Literature
 - Music
 - Spanish
 - Theatre

- Interdisciplinary
 - Elementary Paraprofessional

- Ministry & Theology
 - Biblical Literature
 - Ministry
 - Missions
 - Student Ministries – Children
 - Student Ministries – Youth
 - Worship Arts

- Science & Mathematics
 - Aviation
 - 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
 - Sport Management

A minimum of 20 hours is required for each track, including 10 hours of upper division (300/400 level) courses. *If listed courses do not include the full 10 hours of upper division, upper division requirements must be met through appropriate electives.*

- Track #120 hours
- Track #220 hours
- Support Areas..... 10-15 hours

The support areas allow you to choose one course of at least 2 hours from each of the 5 academic areas in which you did not choose a concentration (not including interdisciplinary)

COURSE REQUIREMENTS FOR CONCENTRATIONS/TRACKS

Courses taken to meet the General Education requirements and the Christian Worldview requirements for the B.S. degree may not also be used to satisfy course requirements for the major in Liberal Studies.

Liberal Studies tracks carry the same requirements as minors. For a complete listing of required courses for each track, see the list of minors on page 46-51. Minors are arranged according to the outline on this page, which also appears in the minors section.

MINISTRY AND THEOLOGY

John Wesley once said, “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.”

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.

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.

DEGREE REQUIREMENTS (44 HOURS)

Requirements in the General Education section include:
 MT-PH 261 [G] Introduction to Philosophy.....3
 SS-HI 331 [G] History of Christianity.....3
 SS-SO 381 [G] Marriage & Family.....3

Applied Ministry Core (34 hours)

MT-BI 301 Hermeneutics: IBS3

MT-BI 302	P) Biblical Interpretations: from Hermeneutics to Homiletics	3
HU-FL 201 [G]	Elementary Biblical Greek I.....	3
HU-FL 202 [G]	P) Elementary Biblical Greek II.....	3
MT-SM 291	Sophomore Seminar	1
MT-SM 380 A/B	Action/Reflection Seminars	2
MT-SM 480 A/B	Action/Reflection Seminars	2
MT-SM 391	Junior Seminar	1
MT-SM 491	Senior Seminar.....	1
MT-TH 250	Introduction to Spiritual Formation.....	3
MT-TH 360	Introduction to Theology.....	3
MT-TH 362	Theology of Missional Leadership	3
MT-TH 462	Wesleyan Theo: Holiness and Formation	3
MT-TH 463	Holistic Discipleship	3
	Ministry/Theology Electives (7 upper level).....	10

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-year, supervised internship in a local 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.

DEGREE REQUIREMENTS (61 HOURS)

Requirements in the General Education section include:
 MT-PH 261 [G] Introduction to Philosophy.....3
 SS-HI 331 [G] History of Christianity.....3
 SS-SO 381 [G] Marriage & Family.....3

Pastoral Ministry Core (61 hours)

BS-MG 354	Not-For-Profit Management.....	3
HU-FL 201 [G]	Elementary Biblical Greek I.....	3
HU-FL 202 [G]	P) Elementary Biblical Greek II.....	3
MT-BI 301	Hermeneutics: IBS	3
MT-BI 302	P) Biblical Interpretations: from Hermeneutics to Homiletics	3
MT-MN 221	Leading Lay Ministry	3
MT-MN 310	Applied Homiletics.....	3
MT-MN 341	Pastoral Care.....	2

MT-MN 350	Small Group Leadership	2
MT-MN 352	Perspectives on the World Christian Movement.....	3
MT-SM 291	Sophomore Seminar.....	1
MT-SM 380 A/B & 480 A/B	Action/Reflection Seminars	4
MT-SM 391	Junior Seminar.....	1
MT-SM 491	Senior Seminar	1
MT-TH 250	Introduction to Spiritual Formation	3
MT-TH 360	Introduction to Theology	3
MT-TH 361	Critical Issues in Contemporary Theology ...	3
MT-TH 362	Theology of Missional Leadership.....	3
MT-TH 410	Practical Theology of Worship Arts.....	3
MT-TH 462	Wesleyan Theo: Holiness and Formation....	3
MT-TH 463	Holistic Discipleship.....	3
SS-PY 211	Leadership Development	2
SS-PY 325	P) Counseling.....	3

MT-MN 222	Youth Ministry I	AND
MT-MN 322	P) Youth Ministry II	6
	OR	
MT-MN 236	Children’s Ministry I.....	AND
MT-MN 336	Children’s Ministry II.....	6
MT-SM 291	Sophomore Seminar	1
MT-SM 380 A/B & 480 A/B	Action/Reflection Seminars.....	4
MT-SM 391	Junior Seminar	1
MT-SM 491	Senior Seminar	1
MT-TH 250	Introduction to Spiritual Formation	3-4
MT-TH 360	Introduction to Theology.....	3
MT-TH 362	Theology of Missional Leadership	3
MT-TH 462	Wesleyan Theo: Holiness and Formation	3
MT-TH 463	Holistic Discipleship	3
SS-PY 211	Leadership Development	2
SS-PY 307	P) Child & Adolescent Development	3
SS-PY 325	P) Counseling	3

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.

DEGREE REQUIREMENTS (61 HOURS)

Requirements in the General Education section include:

SS-SO 381 [G]	Marriage & Family.....	3
MT-PH 261 [G]	Introduction to Philosophy	3
SS-HI 331 [G]	History of Christianity.....	3

Student Ministry Core (61 hours)

BS-MG 354	Not-For-Profit Management	3
HU-FL 201 [G]	Elementary Biblical Greek I	3
MT-BI 301	Hermeneutics: IBS.....	3
MT-BI 302	P) Biblical Interpretations: from Hermeneutics to Homiletics.....	3
MT-MN 310	Applied Homiletics	3
MT-MN 341	Pastoral Care	2
MT-MN 350	Small Group Leadership	2
MT-MN 352	Perspectives on the World Christian Movement.....	3
MT-MN 221	Leading Lay Ministry.....	3

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.

DEGREE REQUIREMENTS (43 HOURS)

Requirements in the General Education section (hours do not count toward major):

SS-SO 381 [G]	Marriage & Family	3
MT-PH 261 [G]	Introduction to Philosophy.....	3
SS-HI 331 [G]	History of Christianity	3

Theology and Leadership Core (27 hours)

BS-MG 355	Organizational Behavior	3
MT-BI 301	Hermeneutics: IBS	3
MT-TH 360	Introduction to Theology.....	3
MT-TH 361	Critical Issues in Contemporary Theology ...	3
MT-TH 410	Practical Theology of Worship Arts	3
MT-TH 462	Wesleyan Theology	3
MT-SM 291	Sophomore Seminar	1
MT-SM 391	Junior Seminar	1
MT-SM 491	Senior Seminar	1
MT-SM 380 A/B & 480 A/B	Action/Reflection Seminars.....	4
MU-MS 420	Worship, Performance & the Christian Musician	2

Music Skill Development Core (16 hours)

MU-AP [G]	Applied Instrument (Declared Inst.)	2
MU-EN [G]	Music Performance Group	4
MU-MS 101 [G]	Music Theory I	3
MU-MS 102	Ear Training I.....	1

MU-MS 179 [G] Introduction to Music Technology2
MU-MS 309 Survey of Church Music.....2

MU-MS 310 P) Basic Conducting2

NATURAL SCIENCE

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)
- Johannes Kepler (discoverer of the laws of planetary movement)
- Carolus Linnaeus (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.

BIOLOGY EMPHASIS

DEGREE REQUIREMENTS (40 HOURS)

Biology Core (32 hours)

NS-AP 493	Research Project [Natural Science]	OR
NS-AP 495	Internship [Natural Science]	2-4
NS-BI 203 [G]	Plant Biology w/ Lab	4
NS-CH 111 [G]	P) College Chemistry I w/ Lab	4
NS-CH 112 [G]	P) College Chemistry II w/ Lab	4
NS-MA 111 [G]	P) Calculus I	4
NS-PH 205 [G]	P) General Physics I 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]	P) Invertebrate Zoology w/ Lab	4
NS-BI 202 [G]	P) Vertebrate Zoology w/ Lab	4

Choose at least one:

NS-BI 306 [G]	P) Ecology of the Southwest w/ Lab	4
NS-BI 307 [G]	P) Florida Ecology w/ Lab	4
NS-BI 305 [G]	Ecology and Natural History w/ Lab	4

Biology Electives (8 hours)

NS-BI 101 [G]	General Biology w/ Lab	4
NS-BI 100 [G]	Environmental Science w/ Lab	4
NS-BI 204 [G]	P) Anatomy & Physiology I w/Lab	3
NS-BI 205 [G]	P) Anatomy & Physiology II w/Lab	3
NS-BI 245 [G]	P) Basic Nutrition w/ Lab	4
NS-BI 304 [G]	P) Microbiology w/ Lab	4
NS-BI 310 [G]	P) Genetics w/ Lab	4

CHEMISTRY EMPHASIS

DEGREE REQUIREMENTS (40 HOURS)

Chemistry Core (28 hours)

NS-AP 493	Research Project [Natural Science]	OR
NS-AP 495	Internship [Natural Science]	2-4
NS-CH 111 [G]	P) College Chemistry I w/ Lab	4
NS-CH 112 [G]	P) College Chemistry II w/ Lab	4
NS-MA 111 [G]	P) Calculus I	4
NS-PH 205 [G]	P) General Physics I w/Lab	4
NS-PH 206 [G]	P) General Physics II 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] P) Invertebrate Zoology w/ Lab 4
NS-BI 202 [G] P) Vertebrate Zoology w/ Lab 4
NS-BI 203 [G] P) Plant Biology w/ Lab 4

Chemistry Electives (16 hours)

NS-CH 212 P) Organic Chemistry I w/ Lab 4
NS-CH 312 P) Organic Chemistry II w/ Lab 4
NS-CH 307 P) Biochemistry w/ Lab 4
NS-CH 345 P) Nutritional Biochemistry w/ Lab 4
NS-CH 360 Analytical Chemistry w/ Lab 4
NS-CH 385 P) Advanced Inorganic Chemistry w/ Lab 4
NS-CH 400 General Physical Chemistry w/ Lab 5

HEALTH SCIENCES (PRE-MED) EMPHASIS

DEGREE REQUIREMENTS (40 HOURS)

Health Sciences Core (27 hours)

NS-AP 493 Research Project [Natural Science] OR
NS-AP 495 Internship [Natural Science] 2-4
NS-MA 111 [G] P) Calculus I 4
NS-CH 111 [G] P) College Chemistry I w/ Lab 4
NS-CH 112 [G] P) College Chemistry II w/ Lab 4
NS-PH 205 [G] P) General Physics I w/Lab 4
NS-PH 206 P) General Physics II 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] P) Invertebrate Zoology w/ Lab 4
NS-BI 202 [G] P) Vertebrate Zoology w/ Lab 4
NS-BI 203 [G] P) Plant Biology w/ Lab 4

Electives (13 hours)

NS-BI 304 [G] P) Microbiology w/ Lab 4
NS-BI 204 [G] P) Anatomy & Physiology I w/Lab 3
NS-BI 205 [G] P) Anatomy & Physiology II w/Lab 3
NS-PH 206 [G] P) General Physics II w/Lab 4
NS-CH 212 [G] P) Organic Chemistry I w/ Lab 4
NS-CH 307 [G] Biochemistry 4
NS-BI 310 [G] P) Genetics w/ Lab 4
NS-CH 312 [G] P) 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 [G] General Physical Chemistry w/ Lab 5

MATHEMATICS (PRE-ENGINEERING)

EMPHASIS

DEGREE REQUIREMENTS (40 HOURS)

Mathematics Core (32 hours)

NS-AP 493 Research Project [Natural Science] OR
NS-AP 495 Internship [Natural Science] 2-4
NS-CH 111 [G] P) College Chemistry I w/ Lab 4
NS-MA 111 [G] P) Calculus I 4
NS-MA 211 [G] P) Calculus II 4
NS-PH 205 [G] P) General Physics I w/Lab 4
NS-PH 206 [G] P) General Physics II 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] P) Invertebrate Zoology w/ Lab OR
NS-BI 202 [G] P) Vertebrate Zoology w/ Lab OR
NS-BI 203 [G] P) Plant Biology w/ Lab 4

Electives (8 hours)

NS-CH 112 [G] P) College Chemistry II w/ Lab 4
NS-MA 104 [G] P) College Algebra 3
NS-MA 105 P) College Trig. & Analytical Geometry 2
NS-MA 201 [G] P) Survey of Contemporary Math 3
NS-MA 209 [G] P) Statistics 3
NS-MA 212 P) Multivariable Mathematics 3
NS-MA 310 Applied Statistics/Research Methods 3
NS-MA 311 [G] P) Calculus III 4
NS-MA 314 P) Advanced Analysis 4
NS-MA 316 P) History of Mathematics 2
NS-MA 411 P) Differential Equations 4
NS-MA 412 P) Advanced Calculus 4
NS-MA 413 P) Modern Advanced Algebra 3
NS-MA 414 P) Discrete Mathematics 3-4
NS-MA 415 P) Modern Geometry 3
NS-PH 215 [G] P) University Physics I 5
NS-PH 216 [G] P) University Physics II 5

PSYCHOLOGY

“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.

DEGREE REQUIREMENTS (40 HOURS)

Psychology Core (25 hours)

NS-MA 209 [G]	P) Statistics	3
SS-AP 491	Senior Research Project.....	3
SS-PY 110 [G]	General Psychology	3
SS-PY 201	P) Human Growth & Development	3
SS-SS 291	Scientific Writing Seminar: APA.....	1
SS-PY 312	P) Personality Psychology	3
SS-PY 310	P) Research Methods/Applied Statistics	3
SS-PY 320	P) Social Psychology.....	3
SS-PY 330	P) Abnormal Psychology	3

Psychology Electives (15 hours)

SOCIAL SCIENCE

HISTORY

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.

Concentrations in this field may lead to a career as a news analyst, museum director, political/government official, researcher, or an educator. This academic discipline also serves as a compliment to many other fields, especially literature, music, art, communications or pre-law.

DEGREE REQUIREMENTS (45 HOURS)

History Core (34 hours)

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
SS-HI 463	Historiography.....	2
SS-GE 113 [G]	World Geography.....	3
SS-HI 331 [G]	History of Christianity.....	3
SS-HI 332	Late 20 th Century World History.....	3
SS-HI 343	The American Revolution.....	2
SS-HI 344	A History of Minorities in the U.S.....	2
SS-HI 492	Senior Seminar [History].....	1
SS-PO 203	American Government.....	3
SS-PO 333	Political Science and Thought.....	3

History Electives (11)

PRE-LAW EMPHASIS (SOCIAL SCIENCE MAJOR)

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 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 requires 60 credit hours on its own, and is NOT combined with another emphasis.

REQUIRED COURSES (60 HOURS)

Pre-Law Core (22 hours)

SS-HI 105 [G]	U.S. History I.....	3
SS-HI 106 [G]	U.S. History II.....	3
SS-PO 203	American Government.....	3
SS-CJ 235	Criminal Justice Systems.....	3
SS-CJ 241	P) Introduction to Law & Legal Studies.....	4
SS-CJ 340	Criminal Law.....	3
SS-SS 491	Senior Research Project.....	3

Interdisciplinary Core (27 hours)

SS-PY 110 [G]	General Psychology.....	OR
SS-SO 202 [G]	Principles of Sociology.....	3
SS-PY 335	P) Industrial/Organizational Psychology.....	OR
SS-PY 355	Organizational Behavior.....	3
MT-PH 261 [G]	Introduction to Philosophy.....	3
BS-AC 120	Basic Accounting.....	OR
BS-AC 220	Financial Accounting.....	3
BS-MG 311	P) Advanced Professional Communications.....	3
BS-MG 357	Business Law.....	3
BS-MG 363	Professional Ethics.....	3
EN-CP 405	P) Advanced Composition.....	3
CO-CO 412	P) Persuasion & Argumentation.....	3

Literature Electives (6 hours)

EN-LT 205 [G]	Introduction to Literature.....	3
EN-LT 217 [G]	Introduction to World Literature.....	3
EN-LT 230 [G]	P) Introduction to Shakespeare.....	3
EN-LT 301 [G]	American Literature.....	3
EN-LT 304 [G]	British Literature I.....	3
EN-LT 305 [G]	British Literature II.....	3

General Electives (5 hours)

BS-MG	Any management course
EN-CP	Any composition course
EN-LT	Any literature course
SS-CJ	Any criminal justice course
SS-HI	Any history course
SS-PO	Any political science course
SS-PY	Any psychology course
SS-SO	Any sociology course

BS-ED 261	Macroeconomics.....	3
NS-MA 209[G]	P) Statistics.....	3

SOCIAL SCIENCE

This major is designed for students seeking to acquire a greater understanding of how God works through individual, social, cultural, political and legal forces within society at large and how He has used history to shape culture and individuals. Many people miss out on the reality that God is continually at work in the human story.

The degree itself is an innovative 48-hour major, which allows the student to combine two emphases in the Social Sciences. The only exception to this rule is the Pre-Law emphasis, which is a standalone emphasis requiring 60 credit hours from a diversity of fields. From the other fields of study within the Social Science major, a combined total of forty hours are required from two emphasis (with a minimum of eighteen from each); the remaining hours are comprised of a scientific writing seminar (except for the history emphasis), a senior seminar or research project, and electives from any discipline within the Social Science Department.

Criminal Justice Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (12 hours)

SS-CJ 235	Criminal Justice Systems	3
SS-CJ 240	Criminology	3
SS-CJ 340	Criminal Law.....	3
SS-CJ 341	Criminal Investigation	3

Choose at least 8 hours from the following:

BS-MG 363	Professional Ethics	3
BS-MG 357	Business Law	3
SS-CJ 241	Introduction to Law & Legal Studies	3-4
SS-CJ 342	Corrections.....	4
SS-PY ***	Any Approved Course.....	3-4
SS-SO ***	Any Approved Course.....	3-4
SS-PO ***	Any Course	3-4

History Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (14 hours)

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
SS-HI 463	Historiography.....	2

Choose at least 4 hours from the following:

NS-MA 209 [G]	P) Statistics	3
SS-GE 113 [G]	World Geography	3

SS-HI 244	Social History of the 1960s	1
SS-HI 245	History of World War II.....	1
SS-HI 310	Cultural & Geo-Historical Settings of the Bible.....	3-4
SS-HI 331 [G]	History of Christianity	3
SS-HI 332	Late 20 th Century World History.....	3
SS-HI 334	Kansas History	2
SS-HI 343	The American Revolution	2
SS-HI 344	A History of Minorities in the U.S	2
SS-HI 463	Historiography.....	2
SS-HI 492	History Senior Seminar	1
SS-PO 203	American Government	3
SS-SO 328 [G]	Field Anthropology	3

Four of the six elective hours 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.....	4
MU-MS 362 [G]	Music History I.....	3
MU-MS 363 [G]	Music History II.....	3
MU-MS 364 [G]	Music History III.....	3

History/Political Science Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (12 hours)

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
SS-HI 106 [G]	U.S. History II	3
AND		
SS-PO 203	American Government	3
SS-PO 333	Political Science and Thought.....	3

Choose at least 6 hours from the following:

BS-EC 261	Macroeconomics	3
NS-MA 209 [G]	P) Statistics	3
SS-GE 113 [G]	World Geography	3
SS-HI 244	Social History of the 1960s	1
SS-HI 245	History of World War II.....	1
SS-HI 310	Cultural & Geo-Historical Settings of the Bible.....	3-4
SS-HI 331 [G]	History of Christianity	3
SS-HI 332	Late 20 th Century World History.....	3
SS-HI 334	Kansas History	2
SS-HI 343	The American Revolution	2
SS-HI 344	History of Minorities in the U.S.	2
SS-HI 463	Historiography.....	2
SS-HI 492	History Senior Seminar	1
SS-PO 112	Current World Problems	3
SS-SO 202 [G]	Principles of Sociology	3
SS-SO 306	P) Social Problems	3
SS-SO 328 [G]	Field Anthropology	4

Up to 4 hours may be selected from the following:

HU-AR 101 [G]	Art Appreciation	2
HU-TH 112 [G]	Introduction to Theatre.....	3
MU-MS 306 [G]	Popular Music in America.....	4
MU-MS 362 [G]	Music History I.....	3
MU-MS 363 [G]	Music History II.....	3
MU-MS 364 [G]	Music History III.....	3

Political Science Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (12 hours)

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

Electives (minimum of 6 hours)

BS-EC 261	Macroeconomics	3
BS-MG 372	P) International Business.....	3-4
NS-MA 209 [G]	P) Statistics	3
SS-SO 202 [G]	Principles of Sociology.....	3
SS-SO 306	P) Social Problems	3

Psychology Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (15 hours)

SS-PY 110 [G]	General Psychology	3
SS-PY 201	P) Human Growth & Development	3
SS-PY 310	P) Applied Statistics/Research Methods	3
SS-PY 320	P) Social Psychology	3
SS-PY 330	P) Abnormal Psychology	3

Choose at least three hours from the following courses:

NS-MA 209 [G]	P) Statistics	3
SS-CJ 240	Criminology	3
SS-PY 211	Leadership Development	2
SS-PY 307	P) Child & Adolescent Development	3
SS-PY 312	P) Personality Psychology.....	3
SS-PY 325	P) Counseling.....	3
SS-PY 335	P) Industrial/Organizational Psychology	3
SS-PY 355	Organizational Behavior	3
SS-PY 400	P) Sport & Exercise Psychology	2
SS-PY 403	P) Physiological Psychology.....	3
SS-PY 425	P) Systems and Theories of Psychology.....	3
SS-PY 495	Psychology Internship	2-4
SS-SO 381 [G]	Marriage & Family.....	3, 4

Psychology/Sociology Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (9 hours)

SS-PY 110 [G]	General Psychology	3
SS-PY 320	P) Social Psychology.....	3-4
SS-SO 202 [G]	Principle of Sociology.....	3

Choose at least 12 hours from the following:

BS-EC 261	Macroeconomics	3
ED-CC 280	Educational Psychology	4
NS-MA 209 [G]	P) Statistics	3
SS-CJ 235	Introduction to 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-PY ***	Any psychology courses.....	*
SS-SO ***	Any sociology courses.....	*

Sociology Emphasis

A minimum of 18 hours must be selected from the following courses:

Required Courses (12 hours)

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	P) Social Problems	3
SS-SO 381 [G]	Marriage & Family	3, 4
SS-SO 458	P) Sociological Theory	3

Choose remaining hours from the following:

BS-EC 261	Macroeconomics	3
NS-MA 209 [G]	P) Statistics	3
SS-CJ 235	Introduction to Criminal Justice Systems	3
SS-CJ 240	Criminology.....	3
SS-HI 244	Social History of the 1960s	3
SS-PO 112	Current World Problems.....	3
SS-PY 201	P) Human Growth & Development.....	3
SS-PY 211	Leadership Development.....	2
SS-PY 307	P) Child & Adolescent Development	3
SS-PY 310	P) Applied Statistics/Research Methods.....	3
SS-PY 355	Organizational Behavior	3
SS-SO 320	Cross Cultural Communications.....	3-4
SS-SO 328 [G]	Field Anthropology	3

SPORT SCIENCE & HEALTH

THE CENTRAL DISTINCTIVE

The sport science & health department seeks to provide a broad program for all students. The mission of the Sport Science & Health Department is 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.

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. Each student is required to complete an internship in an approved fitness related agency supervised by a qualified exercise specialist.

DEGREE REQUIREMENTS (59 HOURS)

NS-BI 101 [G]	General Biology w/ Lab	4
NS-BI 204	P) Anatomy & Physiology I w/Lab	3
NS-BI 205	P) Anatomy & Physiology II w/Lab	3
NS-CH 102 [G]	General Chemistry w/ Lab.....	4 ¹⁶
SP-AC ***	Activity Courses.....	3
SP-SH 201	First Aid	2
SP-SH 202	Introduction to PE, Sports, & Fitness	3
SP-SH 203	Care and Treatment of Athletic Injuries... 2 ¹⁷	
SP-SH 210	Personal & Community Health.....	2
SP-SH 308	P) Exercise Physiology	3
SP-SH 310	P) Kinesiology	3

¹⁶ or College Chemistry

¹⁷ or Athletic Training

SP-SH 312	Adaptive Physical Education.....	2
SP-SH 314 [G]	Sport Nutrition ¹⁸	4
SP-SH 320	Measurement and Evaluation in Health and Physical Education	3
SP-SH 395	Practicum [Exercise Science]	3
SP-SH 415	P) Exercise Testing, Evaluation, and Prescription	3
SP-SH 420	P) Exercise Leadership	3
SP-SH 425	Admin. & Org. of P.E., Sport & Fitness.....	3
SP-SH 491	Sport Science Seminar	1
SP-SH 495	Internship [Exercise Science]	3
SS-PY 400	P) Sport & Exercise Psychology	2

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. Each student is required to complete an internship in a sport management related agency supervised by a qualified sport management specialist.

DEGREE REQUIREMENTS (48 HOURS)

BS-CP 235	Computer Applications in Business I	3
SP-SH 202	Introduction to PE, Sports, & Fitness.....	3
SP-SH 204	Theory of Coaching.....	2
SP-SH 250	Intramural and Rec. Sports Admin.	3
SP-SH 410	Recreational Facilities.....	3
SP-SH 425	Administration & Organization of P.E., Sport & Fitness	3
SP-SH 491	Sport Science Seminar	1
SP-SM 200	Introduction to Sport Management	3
SP-SM 302	Sport Law	3
SP-SM 315	P) Sport Marketing	3
SP-SM 395	Practicum [Sport Management]	3
SP-SM 406	Issues and Trends in Sport.....	3
SP-SM 495	Internship [Sport Management].....	3
SP-SM 497	Special Topics in Sport Management	3
SP-AC ***	Activity Courses	2

¹⁸ or Basic Nutrition

Choose at least one of the following:

BS-MG 311 Advanced Professional Communication..... 3
BS-MG 371 Small Business Management..... 3

Choose at least four hours from the following:

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

ATHLETICS

ATHLETIC COACHING STAFF

Athletic Director	Chad Kerr
Volleyball	Covance Mortimer
Women's Soccer	Mike Reimer
Men's Soccer	Aaron Hoxie
Golf	Zac Cumpston
Women's Basketball	Robert Lancaster
Men's Basketball	Tony Romero
Softball	Chad Kerr
Tennis	Jeremy Nelson
Baseball	Justin Cunningham
Cross-Country	Jennifer Negitch

ATHLETIC PARTICIPATION

Students serving as members of varsity athletic teams, including the cheerleading squad, 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).

CHI ALPHA SIGMA

Chi Alpha Sigma, an international honors society, recognizes varsity athletes who have maintained a 3.4 or higher cumulative GPA throughout their junior and/or senior years. Each year, new inductees are announced during Central Christian's Athletic Banquet and received into our chapter of Chi Alpha Sigma. Honorees are presented with honor cords and a medal at commencement.

VARSITY SPORTS

MEN'S BASKETBALL

One of the highlights of the sports year at Central is the basketball season. Central plays an exciting, fast-paced style that is very entertaining. The Tigers compete in the Ed Pyle Sports Complex. Central plays a highly competitive schedule against many NAIA nationally-ranked teams as well as a game against an NCAA Division II school. The team plays 30 regular season games plus a post-season.

WOMEN'S BASKETBALL

Women's basketball has been increasing in popularity all across the nation as well as at Central Christian College of

Kansas. A regular season schedule includes 28 games along with a couple of classics. The Lady Tigers are in pursuit of not only developing their physical skills but also their spiritual attitude. In 1989, the Lady Tigers finished 4th in the NLCAA national tournament. In addition to back-to-back 20 win seasons, the 1993-94 team won the NJCAA Division II Region VI championships.

MEN'S SOCCER

Varsity soccer has been a strong part of Central's intercollegiate sports program since 1964. As the popularity of the sport has grown, Central has seen continued progress in its soccer team. The soccer team plays 18 regular season games plus post-season games. The team has qualified for and placed in NCCAA regional tournaments in 3 of the last 4 years. Now they have their eyes set on the national tournament.

WOMEN'S SOCCER

Central began women's soccer in the fall of 1988 and became one of the first collegiate programs in the state of Kansas. Over the past five years the Lady Tigers have marked a 62-28-3 cumulative record. During that time the Lady Tigers have had two 7th place finishes at the NCCAA National Tournament and have produced 22 NCCAA All-Region players and 6 NCCAA All-Americans.

MEN'S BASEBALL

The Tiger baseball program is now a part of the MCAC, a top tier conference in the NAIA. In addition to the highly competitive 50-game schedule in the spring, the Tigers have an active fall with intra-squads and scrimmages against area schools throughout September and October. The winter brings an intense agility and strength/conditioning program. The experience of playing on the CCC Tiger baseball team not only offers sport in a positive Christian environment, but also the opportunity to become a finely-tuned athlete.

WOMEN'S SOFTBALL

Women's varsity softball is rebuilding to become a highly competitive team. The softball season begins in early March and runs through the end of April. The team schedules around 35 games a year plus a post-season tournament. Our women have the opportunity to work on their skills during the winter months in our indoor batting cage with a pitching machine. Double header games are played against most of the competition.

WOMEN'S VOLLEYBALL

The philosophy of the Central Christian College of Kansas volleyball team is not only one of winning, but also of participation, sportsmanship and spiritual development. The team is committed to focusing on not only the game of

volleyball but also the skills and attitudes that we can gain from the game. The fall schedule consists of 20 matches plus post-season.

MEN'S AND WOMEN'S TENNIS

The tennis team plays a schedule of regular matches against other 4-year colleges in the NCCAA and the NAIA. Winter conditioning allows the Tigers to prepare for their spring season, which includes duals against other Kansas teams and the NCCAA playoffs.

MEN'S AND WOMEN'S CROSS COUNTRY

Cross Country has been a part of the athletic program for a number of years. Cross Country provides runners opportunities to compete against strong competition and to develop a total release attitude. A regular season includes 6 to 8 weekend meets at various venues across the mid-west, climaxing with opportunities of winning the MCAC conference and to compete at the NCCAA or NAIA championships.

MEN'S AND WOMEN'S GOLF

Men's golf has a dual season with 7-8 tournaments in both the fall and spring. The fall season leads to the NCCAA national tournament, which the team qualified for and attended at Cross Creek Plantation Country Club in South Carolina in the fall of 2001.

Women's golf began at Central with the 2001-2002 season and has been picking up momentum ever since. As the team becomes fully established, the same type of schedule as the men's team is anticipated with 7-8 tournaments both fall and spring.

PARTICIPATION SPORTS

CHEERLEADING

The cheerleading squad at CCC is a club sport that makes a large contribution to school spirit. The coach recruits new students and has spring tryouts for both new and returning students to serve as spirit leaders for all home and some away basketball games. Our purpose is not only to encourage school spirit and enthusiasm, but also to be an outreach ministry in sharing Jesus with others.

INTRAMURALS

The Student Activities Council offers a variety of intramural activities for the entire student body. These range from team sports such as basketball, volleyball, softball, and indoor soccer to individual and dual sports such as badminton, tennis, ping-pong, and golf. Team sign-up and rules are distributed prior to each competition.



COURSE DESCRIPTIONS - RESIDENTIAL

Key for classes from partnership institutions
MC=McPherson College
MA=McPherson Airport

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)

Success in any profession is often the result of a well-informed individual applying that knowledge strategically. Therefore, the aim of this course is to introduce the student to 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 P) 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) P) 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) P) 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) P) 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) P) 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 P) 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) P) Introduction to Commercial Flying (3)

This course prepares the student for the FAA Commercial Pilot written exam. Credit is awarded after passing the written exam.

AV-AF 402 (MA) P) 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) P) 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) P) 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) P) Certified Flight Instructor (Instrument) (4)

Successful completion of this course leads to certification as a flight instructor with instrument rating.

AV-AF 406 (MA) P) 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.

AV-AF 493 Senior Research Project (3)

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.

BUSINESS: ACCOUNTING**BS-AC 120 Basic Accounting (3) FA**

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) FA

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 P) Managerial Accounting (3) SP

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) P) Individual Income Tax (3) FA

The study of individual income tax theory, planning and application. Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260 [G], BS-EC 261 [G].

BS-AC 320 P) Intermediate Accounting I (4) FA

A study that includes accounting theory, financial statements, the concept of future and present value, temporary and long-term investments, inventory evaluation, and fixed and intangible assets. Prerequisites: BS-AC 220, BS-AC 221.

BS-AC 321 P) Intermediate Accounting II (4) SP

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 P) Cost Accounting (3) FA

The study of standard costing, cash budgeting, process costing, job order costing and their application to the management decision process.

Prerequisites: BS-AC 220, BS-AC 221, BS-EC 260 [G], BS-EC 261 [G]

BS-AC 323 P) Computerized Accounting (Quickbooks) (3) FA

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.

BS-AC 328 Healthcare Accounting (3)

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

BS-AC 437 (MC) P) Principles of Auditing (3) FA

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.

BUSINESS: APPLIED DEPARTMENTAL STUDIES**BS-AP 391 Readings in Business (2-4)**

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in business not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

BS-AP 395 Practicum [Business] (2-4)

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.

BS-AP 495 Internship [Business] (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.

BS-AP 498 Thesis [Business] (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.

BUSINESS: COMPUTER APPLICATIONS**BS-CP 132 Introduction to Information Technology (3) SP**

The student is introduced to the various uses of computers in business and the influence of computers on society. The student also learns about the components of computer systems and computer applications such as word processing, spreadsheets, database, and graphics.

BS-CP 235 P) Computer Applications in Business I (3, 4) FA, WI

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. Prerequisite: Keyboarding skill.

BS-CP 335 P) Computer Applications in Business II (3) SP, alternating years

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: Keyboarding skill and BS-CP 235 or permission of instructor.

BS-CP 337 P) Web Page Design (3) SP

This course is an introduction to the Internet, with the emphasis on learning the basics of designing web pages. The student will be introduced to HTML and JAVA, with the purpose of building one's own web site. Prerequisite: Keyboarding skill, BS-CP 235 and at least sophomore standing.

BUSINESS: ECONOMICS**BS-EC 260 Microeconomics (3) FA**

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

BS-EC 261 Macroeconomics (3) SP

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.

BS-EC 265 [G] Personal Finance (3) SP

Personal and family financial planning. Emphasis on time value of money, budgeting, investments, retirement planning, housing, car buying, and insurance.

BUSINESS: MANAGEMENT

BS-MG 100 Principles of Business (3) FA

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) FA

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] or equivalent.

BS-MG 311 P) Advanced Professional Communication (3) SP

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].

BS-MG 342 P) Investments-(3, 4)-WI

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. (Offered alternate years.)

BS-MG 351 Principles of Management (3) FA

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.

BS-MG 352 P) Principles of Marketing (3) SP

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.

BS-MG 353 P) Principles of Finance (3) SP

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 261 [G].

BS-MG 354 Not-For-Profit Management (3)

An introduction to management in the not-for-profit setting; this course includes preparation and maintenance of budgets, simple accounting procedures, internal controls to prevent theft and mismanagement, fund raising, personnel management (hiring, firing, record keeping, working with staff and volunteers), time management, effective letter writing, risk

management and insurance, and legal contracts. This course is designed for those involved full time or in volunteer roles in not-for-profit organizations, such as churches, church boards, civic, community, or service organizations. [Offered alternate years]

BS-MG 355 Organizational Behavior (3) SP

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) SP

Topics include staffing, performance appraisal, compensation, training and development, employee rights, and unionization. Contemporary issues include quality of work-life and legal environment. (Offered alternate years)

BS-MG 357 Business Law (3) FA

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) FA

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. Alternate years.

BS-MG 371 Small Business Management (3) FA

The course is designed to provide an understanding of the administrative problems of small business through the study of organization, planning, communications, and control.

BS-MG 372 P) International Business (3, 4) WI

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, offered on demand.)

BS-MG 450 Studies in Christian Management (3) SP

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.

BS-MG 451 Strategic Management (3) SP

Final capstone course including Accounting, Management and Small Business. 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.

BS-MG 455 Money Management (1) SP

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.

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.

COMMUNICATIONS

CO-CO 114 Oral Interpretation (2)

This course incorporates critical reading, written analysis and performance of literary texts (poetry, prose and drama). Emphasis is placed on the ability to interpret the meaning of manuscripts and convey that meaning to the target audience. Offered alternating years.

CO-CO 115 P) Newspaper Production (2) FA, SP [Non-Majors]

CO-CO 215 P) Newspaper Production (2) FA, SP [First Four Semesters]

CO-CO 415 P) Newspaper Production (2) FA, SP [Remaining Semesters]

The study and practice of elements necessary to produce a newspaper. Experience gained through production of the Tiger Chronicle. This course can be repeated. Prerequisite: High school journalism experience or permission of instructor.

CO-CO 117 P) Magazine Production (2) FA, SP [Non-Majors]

CO-CO 217 P) Magazine Production (2) FA, SP [First Four Semesters]

CO-CO 417 P) Magazine Production (2) FA, SP [Remaining Semesters]

This course focuses on the more creative aspects of journalism, especially those used for producing magazines. Experience gained through producing the Centralian and the Tiger's Eye. This course can be repeated. Prerequisite: High school journalism experience or permission of instructor.

CO-CO 211 [G] P) Principles of Speech (3-4) FA, WI, SP

A study of the principles of the major types of speeches. Includes a variety of practical experience ranging from impromptu to formal. Ministry students will be asked to deliver a sermon. Emphasis is placed on speech preparation for delivery.

CO-CO 220 [G] Film Studies (4) WI

Film Studies will lead to a better understanding of the capabilities of film to incorporate many different disciplines (history, religion, culture, politics, etc.). The class will present the "gray areas" between fiction and reality, encouraging analytical and diverse responses in thought, writing and discussion from the students. (minimal fee required) Offered alternating years.

CO-CO 221 Introduction to Mass Media (3) FA

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 275 P) Editorship-Newspaper (2) FA, SP [First Four Semesters]

CO-CO 475 P) Editorship-Newspaper (2) FA, SP [Remaining Semesters]

Editorships provides opportunities in newspaper publication and production leadership for advanced and experienced journalism students. Prerequisite: Prior selection to an editor's position and permission of Instructor. This course can be repeated.

CO-CO 276 P) Editorship-Magazine (2) FA, SP [First Four Semesters]

CO-CO 476 P) Editorship-Magazine (2) FA, SP [Remaining Semesters]

Editorships provides opportunities in publication and production leadership for advanced and experienced journalism students. Prerequisite: Prior selection to an editor's position and permission of Instructor. This course can be repeated.

CO-CO 311 P) Advanced Professional Communication (3) SP

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) SP

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. 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 integrate Christian values. An immersion experience in a differing culture will be used as a "laboratory" to explore how culture impacts interaction (if the course is offered during interterm).

CO-CO 323 Media Production I (3) FA

This course is designed to introduce the student to the principles of video and broadcasting techniques and technologies. The use of video editing and motion graphics will be explored, with students learning to use Adobe Premiere Pro. Productions techniques related to broadcasting will also be explored. Students will learn the operation of basic broadcasting equipment and develop broadcasting skills through the completion of several hands-on projects.

CO-CO 340 Public Relations (3) FA

This course is designed to equip the student with the tools needed to develop proficiency related to managing an organizations reputation and influencing public opinion. Specific attention will be given to the practical application of writing and media usage related to public relations.

CO-CO 412 P) Persuasion/Argumentation (3) SP

This course will concentrate on the advanced learning of mechanics and developing ideas of the speaker. Emphasis will be on the development and delivery of persuasive and argumentative speeches. Prerequisite: CO-CO 211 [G]. (Offered alternate years.)

CO-CO 423 Media Production II (3) SP

Building on the techniques presented in media productions I, the student will enhance specific skills related to broadcasting. The student is required to develop an idea and take it through the production process (i.e. planning, preproduction, storyboarding, cinematography, editing, distribution, presentation, etc.). Attention will be given to aesthetic development and professional critique.

CO-CO 428 Ethics in Media (3) SP

This course offers the foundation and frameworks of media ethics. The application of basic concepts of ethics to media performance in news, advertising, and entertainment and case studies in assessing media performance. [Three year cycle]

CO-SM 491 Senior Seminar [Communication] (1)

This course is offered as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life).

EDUCATION: APPLIED DEPARTMENTAL STUDIES

ED-AP 395 Internship [Paraprofessional] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

ED-AP 491 Readings in Education

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in education not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

ED-AP 495 Internship [Education] (2-4)

The internship is designed to introduce the student to the environment and practices associated with the field of education. The specific aspects and requirements of the internship will be articulated with the intern advisor, though most experiences will require 40 hours of direct contact with a local school for each hour of credit. Students will be required to participate in daily school related functions and responsibilities.

EDUCATION

ED-CC 100 Introduction to Education (2) WI

An active study of the history and process of education: The role of teachers and how schools are run. Designed for students who want to explore education—what it is, where it has come from, where it is going—to examine motives for becoming educators. Requires actual experience in a public school classroom.

ED-CC 110 Early Field Experience (1) WI

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) WI

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, on-line 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 P) Exceptional & Diverse Learners (3) FA

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 P) 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 P) 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 P) 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 P) 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 385

ED-CC 450 P) 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 385

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 P) 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 P) 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 343 P) Elementary Language Arts Methods (2)

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 345 P) 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 346 P) 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 347 P) 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 P) Elementary Fine Arts Methods (2)

This course covers the integration of the fine arts into the classroom. Students will be challenged to investigate the educational, communicative and aesthetic value of music, drama, and other arts. The student will learn how to promote artistic development, through the use of various artistic tools and methods. Prerequisite: Acceptance into the Teacher Education Program

ED-EE 380 P) Junior Teaching Practicum [Elementary] (4)

In this practicum experience, the teacher candidates participates in the life of an assigned elementary school as a member of the overall learning community. Students are required to complete the required number of volunteer hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include experiences such as teacher assistance, small group instruction, library assistance, classroom monitoring and individual tutoring. Prerequisite: Acceptance into the Teacher Education Program

ED-EE 442 P) 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, ED-EE 341

EDUCATION (PHYSICAL EDUCATION)

ED-PE 350 P) PreK-6 Physical Education Methods (2) SP

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 P) 6-12 Physical Education Methods (2) SP

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 320 P) Reading Strategies for Content Areas (2)

All students want to learn. But sometimes they fall over a huge stumbling block when trying to read to learn. They can pronounce the words but the meaning eludes them. This course is designed to give K-12 content area majors a repertoire of strategies that will guide their students to greater understanding of written material allowing them to reflect upon, generate new ideas, and think critically about the content area. Teacher candidates will learn how to plan instruction using these strategies to meet the needs of all their students. Prerequisite: Acceptance into the Teacher Education Program

ED-SE 351 P) 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 P) Secondary History & Government 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 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

ED-SE 385 P) Junior Teaching Practicum [Secondary] (4)

In this practicum experience, the teacher candidates participates in the life of an assigned secondary school as a member of the overall learning community. Students are required to complete the required number of volunteer

hours, attend scheduled school events, and complete the required reporting and support material. Responsibilities may include experiences such as teacher assistance, small group instruction, library assistance, and one-on-one tutoring. Prerequisite: Acceptance into the Teacher Education Program

ENGLISH: APPLIED DEPARTMENTAL STUDIES

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 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.

ENGLISH (COMPOSITION)

EN-CP 100 Fundamentals of Written English (2) FA, SP

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) FA, SP

This course is a reading/writing lab that allows students to further inquire about grammar and vocabulary not covered in the English composition courses. Students will be encouraged toward a positive writing future so that they can find success in academics, careers, and in personal accomplishment. *This course is repeatable.*

EN-CP 103 [G] English Composition I (3) FA, WI

Instruction and practice in personal expository essays and paragraphs, with emphasis on correct

writing. Prerequisite: One of the following - Act Composite 19; ACT English 19; SAT Composite 470; SAT Writing 500; EN-CP 100 (C- or better); EN-CP 101 (C- or better).

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

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

EN-CP 210 [G] Creative Writing (4) WI

Concentration on student writing of poems, short stories and scripts. Conventional rules and models will be studied for each genre before the student writes. Creativity will be highly encouraged. Alternate years.

EN-CP 402 [G] P 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 permissions of the instructor.

EN-CP 405 P Advanced Composition (3) FA

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 permissions of the instructor.

EN-CP 410 [G] P Advanced Creative Writing (4) WI

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 [G] P Linguistics I (2) FA

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 [G] P Linguistics II (2) SP

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 [G].

EN-LG 420 P 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.

ENGLISH (LITERATURE)

EN-LT 205 [G] Introduction to Literature (2) WI

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 (3) SP

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 (4) WI

This course is designed to assist the student in ascertaining the role of film as a tool of literature. Analytical thought and reasoning will be used as students utilize discussion and writing to exegete film within its institutional contexts and role in pop media. Alternate years.

EN-LT 222 [G] Studies in Poetry (3) SP

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 (3) SU

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] P Introduction to Shakespeare (3) SP

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) WI

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] P American Literature (3) FA

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] P) Children's & Adolescent Literature (2) SP

A brief overview of the history of children's and adolescent literature by studying the prose, poetry, and illustrations of children's/adolescent literature. *Alternate years. Prerequisite: EN-LT 205 or Permission of the Instructor*

EN-LT 304 [G] P) British Literature I (3) FA

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] P) British Literature II (3) SP

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] P) C. S. Lewis (4) WI

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] P) Fantasy, Film, & Faith (2) WI

The student will be challenged to look at the stories of superhero's lives and consider why their stories influence the thinking and actions of our culture. This class will develop the students' film criticism skills while considering how fantasy, faith, and film intersect. *Alternate years. Prerequisite: EN-LT 205 or Permission of the Instructor.*

EN-LT 415 [G] P) American Novel (3) FA

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] P) British Novel (3) SP

This course is a chronological survey of the development of the novel in Great Britain. Study will focus on the unique elements and characteristics as illustrated through individual works. Texts will be read with attention both to

the historical & cultural contexts and to the individual voices speaking within (or against) these social milieus. *Prerequisite: EN-LT 205 or Permission of the Instructor*

ENGLISH (SEMINAR)

EN-SM 491 P) 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.

GENERAL STUDIES

GS-SM 103 Freshman Seminar (1) FA

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) FA

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) SP

Designed to aid college students in making a career-oriented assessment of their abilities, personality needs, interests, and strengths through the process of learning, relating, exploring, and identifying. The class also concentrates on developing successful job-hunting skills and techniques, including films, panel discussion, and materials on finding job openings, applying for jobs, interviewing, and writing resumes.

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) FA, SP

This is a beginning drawing course emphasizing basic drawing principles and skills. Drawing media include pencil, pen & ink, charcoal, colored pencil and pastel.

HU-AR 104 [G] P) Drawing II (2) FA, SP

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) FA, SP

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) FA, SP

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 PhotoshopCS-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] P) Painting II-Acrylics (2) FA, SP

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] P) Painting II-Oils (2) FA, SP

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 subtractive colors are explored in relation to composition, harmony and contrast.

HU-AR 208 [G] Portraiture (2)

This course will introduce the student to the concepts associated with the painting of the human form, through the use of self-portraiture. Study of the human form and structure is stressed, as well as the use of painting techniques associated with portraiture.

HU-AR 209 [G] P) 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] IllustratorCS-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] InDesignCS-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) WI

Create beautiful stained glass projects while gaining experience from the basics of safety; designing; cutting; soldering and assembly ending with professional display. Construction covers flat and open designs as well as three dimensional works of art. 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] P Intermediate Drawing (2)

Building on techniques gained through Drawing I and II, the student is now encourage to experiment with different artistic strategies related to process, content, and theme. Designed as an independent study, course outcomes and objectives will be agreed upon with the course mentor. Prerequisite: Permission of the instructor, HU-AR 103, 104.

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. Photoshop is required.

HU-AR [G] 305 P 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 [G] 306 P 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] P 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] P 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, architecture, 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 as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in Art (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

HU-AR 395 Practicum [Art] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

HU-AR 403 [G] P 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] P 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] P 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 P 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 (2-3)**

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) FA

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.

HU-FL 109 [G] P Spanish II (4) SP

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] Elementary Biblical Greek I (3) FA

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] P Elementary Biblical Greek II (3) SP

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] P Intermediate Spanish (4) FA

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] P Advanced Greek (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] P Advanced Spanish (4) SP

Designed to provide the student with the skills necessary to refine and hone his or her use and comprehension of the Spanish language. Writing projects, conversational immersion, tutoring, as well as other practical experiences will be a part of the course. The student completing this course should be prepared for cultural immersion in a Spanish speaking society. Prerequisite: Permission of the Instructor.

HU-FL 310 [G] P Applied Spanish (4) WI

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 buy, to worship, to sing, to converse and to question—all in the target language. Prerequisite: High level of Spanish fluency.

HUMANITIES (THEATRE)

HU-TH 101 [G] P Theatre Performance (1) FA, WI, SP [Non Majors]

Degrees/Majors/Minors

HU-TH 201 [G] P Theatre Performance (1) FA, WI, SP [Major/Minor: First four semesters]

HU-TH 401 [G] P Theatre Performance (1) FA, WI, SP [Major/Minor: Remaining semesters]

A course that allows students the opportunity to use their talents on stage while continuing to learn and grow as artists. Each student should gain confidence in their speaking abilities, as well as develop and improve on acting style and techniques, gaining a better understanding of the process needed to develop a production from beginning to end. Prerequisite: instructor's permission. This course can be repeated in the fall, winter, and spring semesters.

HU-TH 105 [G] Theatre Production: Blocking & Choreography (2) WI

HU-TH 205 [G] Theatre Production: Makeup & Costumes (2) WI

HU-TH 305 [G] Theatre Production: Design & Effects (2) WI

HU-TH 405 [G] Theatre Production: Stage & Technical Management (2) WI

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) FA

Practical introduction to the art and technique of acting, including contemporary studies in character development.

HU-TH 112 [G] Introduction to Theatre (3) SP

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 place 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. Prerequisite: HU-TH 204.

HU-TH 207 [G] P Acting II (3) FA

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) FA, WI, SP

Introduction to backstage crafts, including set

construction, lighting, make-up and costume design.

HU-TH 310 [G] P Stagecraft II (1-2) FA, WI, SP

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 P 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 P Stage Directing (2-4)

This course is designed as an overview to the principles of stage directing. The student will become familiar with methods associated with script analysis, production management, stage instruction, auditions and casting, as well as other issues. Student may be required to stage a feature production in fulfillment of the course requirements. Prerequisite: Permission of the Instructor. (Directed study.)

HU-TH 391 Readings in Theatre (2-4)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in theatre (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

HU-TH 395 Practicum [Theater] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

HU-TH 421 [G] P Advanced Acting (3)

Advanced studies and practice in the techniques of acting, exploring all genres and acting methods. Prerequisites: HU-TH 208 [G] or instructor's permission. (Directed study.)

HU-TH 430 Play Readings (3)

This course will concentrate on the student reading plays from all periods of history and the compilation of a notebook of vital information concerning the plays. This informational notebook will be of value for the serious

dramatist as he/she enters a career in theatre. (Directed study.)

HU-TH 495 Internship [Theatre] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

HU-TH 498 Thesis [Theater] (2-4)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

MINISTRY AND THEOLOGY (APPLIED DEPARTMENTAL STUDIES)

MT-AP 391 Readings in Ministry & Theology (2-4)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in ministry, theology or Biblical studies (not covered by the current curriculum). The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

MT-AP 395 Practicum [Ministry & Theology] (2-4)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

MT-AP 495 Internship [Ministry] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour. There is a \$35 fee associated with this course to cover the cost of a background check.

MT-AP 498 Thesis [Ministry & Theology] (2-4)

The thesis course provides the student with the opportunity to produce original research. The outcome of the course is the development of a thesis that demonstrates the ability to review, analyze, and synthesize information and data related to a hypothesis or research question.

MINISTRY AND THEOLOGY (BIBLE)

MT-BI 100 [G] Introduction to Biblical Literature (3) FA

The purpose of this course is to provide the student an opportunity to gain an awareness of the contents of the Bible, the societies in which it was produced and the contribution that it has made to history, culture and the personal spiritual lives of individuals.

MT-BI 101 [G] Survey of the Old Testament (3) FA, SP

The Old Testament text is surveyed according to its parts: Law, Prophets, and Writings. In addition, background materials and the critical method are explored. The Old Testament will be viewed through its literary and historical settings.

MT-BI 102 [G] Survey of the New Testament (3) SP

The student explores the background, history, and the basic teaching of each book. An emphasis will be placed on the internal and external evidence related to authorship.

MT-BI 203 [G] Genesis (2) SP

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.

MT-BI 204 [G] Biblical Covenant Literature (4) WI

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.

MT-BI 205 [G] Gospel of Mark (2) FA

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.

MT-BI 206 [G] Gospel of Luke (3-4) WI

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. (Offered on demand.)

MT-BI 207 [G] Gospel of John (4) WI

An analytical study of the fourth gospel with the key verse as a guide. Attention is given to the text, date written, and author of the book. (Offered alternate years.)

MT-BI 208 [G] Acts (2)-FA

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.

MT-BI 301 Hermeneutics: IBS (3) FA

In this class the student will be introduced to the technical language and the hermeneutical tools needed for doing exegetical work. The course will introduce various methods by which Scripture has been approached and interpreted in the life of the Church. Students will be challenged to think carefully and critically about their own method(s). This course is intended to help the student in "rightly dividing the Word of truth" for teaching and preaching. Prerequisite: MT-BI 100.

MT-BI 302 P) Biblical Interpretations: from Hermeneutics to Homiletics (3) SP

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.

MT-BI 304 [G] Wisdom Literature & Psalms (4) WI

The four wisdom books (Proverbs, Job, Ecclesiastes, Song of Solomon) and the Psalter are studied with attention given to cultural background, literary forms and hermeneutic framework. (Offered alternate years)

MT-BI 305 [G] Old Testament Prophets (4) WI

A study of the five major prophetic books and the twelve minor prophetic books. Studies of each book include its background and content, as well as exegesis. (Offered alternate years.)

MT-BI 306 [G] Romans (3) SP

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. (Offered alternate years.)

MT-BI 308 [G] General Epistles (3) FA

A study of letters written by James, Peter, John, Jude, and the book of Hebrews. (Offered alternate years.)

MT-BI 309 [G] Apocalyptic Literature (3) FA

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. (Offered alternate years.)

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. (Offered on demand.)

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) SP

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 Leading Lay Ministry (3)

A ubiquitous theme in ministry is the interaction between paid and volunteer staff. A failure at this point is a failure in biblical ministry since Ephesians 4 defines the role of church leadership as, "equipping of the saints for the work of ministry." This course exists to provide a philosophical foundation for lay ministry, as well as offering practical methods for helping volunteer ministry thrive in the church or Christian organization.

MT-MN 222 Youth Ministry I (3) FA

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) SP

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. (Offered alternate years)

MT-MN 251 Practicum in Missions (4) WI

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) FA

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 P) Youth Ministry II (3) SP

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. (Offered alternate years)

MT-MN 327 Women in Ministry (2) FA

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. (Offered on demand)

MT-MN 341 Pastoral Care (2) FA

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) FA

The small group is examined as a basic unit for spiritual formation and training.

MT-MN 351 Church Planting (2) FA

The principles of planting a church are examined and students are given the opportunity to gain practical experience. (Offered alternate years.)

MT-MN 352 Perspectives on the World Christian Movement (3) FA

An introduction to the history, persons, and methods of Christian missions in a global context. (Offered alternate years)

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) WI

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) FA, SP

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) WI

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) SP

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) SP

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 (SEMINAR)

MT-SM 291 Sophomore Seminar (1) FA

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) SP

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) resume and interview preparation; 3) life planning; and 4) summaries of ministry concentration.

MINISTRY AND THEOLOGY (THEOLOGY)

MT-TH 250 Introduction to Spiritual Formation (3, 4) FA, WI

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) FA

The study of basic concepts in Christian doctrine. This is a two-semester course designed to introduce the student to essential doctrines 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) SP

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) SP

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) SP

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) FA

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.

MT-TH 463 Holistic Discipleship: from Evangelized to Evangelist (3) SP

A study designed for understanding the New Testament theological basis for the theory and practice of evangelism. The student is guided to discover the dynamic of God the Father, Son and Holy Spirit in spiritual formation.

MUSIC (APPLIED)

MU-AP 101 [G] Applied Lessons-Voice (1) [Non-Majors]

MU-AP 201 [G] Applied Lessons-Voice (1-2) [Major/Minor: First four semesters]

MU-AP 401 [G] Applied Lessons-Voice (1-2) [Major/Minor: Remaining semesters]

Private voice lessons which will include the development of the voice, tone quality, diction, and range. English, German, Italian, and French diction. Minimum repertoire requirement varies depending upon ability level of singer. Successful awarding of credit is dependent upon the satisfactory completion of the required number of lessons, fulfillment of practice requirements, and artistic development relative to level of ability and prior enrollment. These courses can be repeated for both the fall and spring semester.

MU-AP 102 [G] Applied Lessons-Piano (1) [Non-Majors]

MU-AP 202 [G] Applied Lessons-Piano (1-2) [Major/Minor: First four semesters]

MU-AP 402 [G] Applied Lessons-Piano (1-2) [Major/Minor: Remaining semesters]

This is designed to meet the needs of level of proficiency of each individual student, from the beginner to the advanced pianist. We will work at development of readings, technique, scales and chords. Two recitals are required each semester and five hours of practice weekly. Early intermediate students will play pieces from the Baroque, Classical, Romantic, and Contemporary periods of music. Scales, chords, cadences, arpeggios, Hanon and Burgmuller (Opus 100 and 109) are required of all late elementary to advance students. Successful awarding of credit is dependent upon the satisfactory completion of the required number of lessons, fulfillment of practice requirements, and artistic development relative to level of ability and prior enrollment. These courses can be repeated for both the fall and spring semester.

MU-AP 103 [G] Applied Lessons-Guitar (1) [Non-Majors]

MU-AP 203 [G] Applied Lessons-Guitar (1-2)**[Major/Minor: First four semesters]****MU-AP 403 [G] Applied Lessons-Guitar (1-2)****[Major/Minor: Remaining semesters]**

This course offers beginning instruction in playing an acoustic/electric guitar. Included is a study of music fundamentals, beginning chords and their function, note-reading (playing melodies), and a variety of strumming and plucking patterns for accompanying traditional and contemporary songs. Successful awarding of credit is dependent upon the satisfactory completion of the required number of lessons, fulfillment of practice requirements, and artistic development relative to level of ability and prior enrollment. This course can be repeated for both the fall and spring semester.

MU-AP 104 [G] Applied Lessons-Percussion (1)**[Non-Majors]****MU-AP 204 [G] Applied Lessons-Percussion (1-2)****[Major/Minor: First four semesters]****MU-AP 404 [G] Applied Lessons-Percussion (1-2)****[Major/Minor: Remaining semesters]**

This course studies fundamentals for the snare and trap set. The emphasis will be on individual hand and/or foot coordination and the implementation of snare drum fundamentals to the entire trap set. Successful awarding of credit is dependent upon the satisfactory completion of the required number of lessons, fulfillment of practice requirements, and artistic development relative to level of ability and prior enrollment. This course can be repeated for both the fall and spring semester.

MU-AP 105 [G] Applied Lessons-Bass Guitar (1)**[Non-Majors]****MU-AP 205 [G] Applied Lessons-Bass Guitar (1-2)****[Major/Minor: First four semesters]****MU-AP 405 [G] Applied Lessons-Bass Guitar (1-2)****[Major/Minor: Remaining semesters]**

Lessons will provide a basis through which the student will enhance technical skills related to the geometry of bass playing and control of melodic scale patterns, arpeggio shapes melodic concepts, chord phrasing, rhythmic patterns, and interval skips. Various picking, finger style, and slap bass techniques will be explored. This course can be repeated for both the fall and spring semester.

MU-AP 106 [G] Applied Lessons-Strings (1) [Non-Majors]**MU-AP 206 [G] Applied Lessons-Strings (1-2)****[Major/Minor: First four semesters]****MU-AP 406 [G] Applied Lessons-Strings (1-2)****[Major/Minor: Remaining semesters]**

This course offers beginning instruction in playing a string classical string instrument. Successful awarding of credit is dependent upon the satisfactory completion of the required number of lessons, fulfillment of practice requirements, and artistic development relative to level of ability and prior enrollment. This course can be repeated for both the fall and spring semester.

MU-AP 107 [G] Applied Lessons-Instrument (1)**[Non-Majors]****MU-AP 207 [G] Applied Lessons-Instrument (1-2)****[Major/Minor: First four semesters]****MU-AP 407 [G] Applied Lessons-Instrument (1-2)****[Major/Minor: Remaining semesters]**

This course offers beginning instruction in playing an identified instrument. Successful awarding of credit is dependent upon the satisfactory completion of the required number of lessons, fulfillment of practice requirements, and artistic development relative to level of ability and prior enrollment. This course can be repeated for both the fall and spring semester. Name of instrument can be inserted on to the transcript at the time of registration.

MU-AP 209 Piano Proficiency I (1) FA

The first 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. Covered material includes major and minor pentachords, major scales in tetrachord position, and group 1 scales in traditional fingering. Chords include major, minor, augmented, and diminished.

MU-AP 210 P) Piano Proficiency II (1) SP

The second 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. Covered material includes the I-IV-I-V7 chord progression in all keys, triad construction on any scale degree, and all major and minor scales. Prerequisite: Piano Proficiency I.

MU-AP 309 P) Piano Proficiency III (1) FA

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 P) Piano Proficiency IV (1) SP

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

MU-AP 350 Applied Humanities-Music (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.

MU-AP 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-AP 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-AP 495 Internship [Music] (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.

MU-AP 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.

MUSIC (ENSEMBLE)**MU-EN 146 [G] Jazz Band (1) [Non-Majors]****MU-EN 246 [G] Jazz Band (1) [Major/Minor: First four semesters]****MU-EN 446 [G] Jazz Band (1) [Major/Minor: Remaining semesters]**

Open to all instrumentalists who played in high school jazz band, or are at the intermediate level of proficiency on his/her instrument. The jazz band focuses on all forms of jazz/swing of the 20th century, and concentrates on improvisatory and solo work. Improvisation is a key ingredient of the jazz band sound, requiring good listening and performance skills.

MU-EN 149 [G] Piano Performance (1) [Non-Majors]**MU-EN 249 [G] Piano Performance (1)****[Major/Minor: First four semesters]****MU-EN 449 [G] Piano Performance (1)****[Major/Minor: Remaining semesters]**

Piano Performance is a multiple piano approach to performance—two, four, or more pianos played simultaneously. Repertoire includes selections from the classical through the contemporary periods. There are opportunities for performance both at the College and at off-campus functions.

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]

Guitar Ensemble is a multiple guitar approach to performance—multiple guitars play simultaneously. Repertoire includes classical, as well as contemporary pieces. There are opportunities for performance both at the College and off-campus functions.

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]

The Lab Band class provides an opportunity to learn performance skills in a standard contemporary Christian band setting. The bands perform praise and worship songs, “cover” songs from popular musicians and original compositions. The band rehearses four hours weekly. 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 is designed to teach the student how to develop creative disciplines needed to compose songs and prepare them for public consumption. The course will focus on a number of different musical styles and will expose students to co-writing, covering songs, and the development of independent pieces. The student is required to complete three public performances each semester.

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 143 [G] Concert Choir (1) [Non-Majors]

MU-MP 243 [G] Concert Choir (1) [Major/Minor: First four semesters]

MU-MP 443 [G] Concert Choir (1) [Major/Minor: Remaining semesters]

The Concert Choir is a select group of 25-40 voices who are auditioned at the beginning of the year. Membership is based on several factors, including overall musicianship, sight-reading ability, self-discipline, and social and emotional maturity. The Concert Choir performs both sacred and secular works. The Concert Choir is a highly visible ambassador of Central Christian College, touring and performing throughout the

Midwest. The group rehearses two times per week and requires a time commitment related to an alternating Fall and Spring tour (one week). Students who are chosen for Concert Choir after auditions are encouraged to take either one semester of Private Voice or one semester of Voice Class.

MU-MP 321 P) Junior Recital/Project (1)

Students will prepare a minimum of 30 minutes of music with his/her applied music professor to be performed at a public recital, or submit an approved project by his/her music advisor. Prerequisite: Permission of the instructor.

MU-MP 365 [G] P) Accompanying (1-3)

Students majoring in piano performance or are receiving a music scholarship may meet requirements for piano performance through this course. This is an applied course and will require the student to accompany a major performance group and/or a series of private lessons, including rehearsals, studio lessons, and performances. The course will focus on the techniques and demands of studio and performance related accompanying. Prerequisite: Permission of the Department.

MU-MP 421 P) Senior Recital/Project (1)

Students will prepare a minimum of 45 minutes of music with his/her applied music professor to be performed at a public recital, or submit an approved project by his/her music advisor . Prerequisite: 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) FA

A course study that will equip the student with knowledge skills of basic materials in Western music theory including the notation of pitch, time classification, note and rest values, time signatures, intervals, the basic scales: major, minor, and modes, key signatures, figured bass, cadences, and triads. Class activities and outside assignments will provide a framework for students to acquire an understanding of the structure of music.

MU-MS 102 Ear Training I (1) FA

The goal of this class is to develop the ear so that one can hear music and identify what is being heard through dictation and notation. It is vital to be able to hear pitch, rhythm, melody and harmony in music. This understanding will allow the student to become a well-rounded musician.

MU-MS 103 P) Music Theory II (3) SP

A continuation of MU-MS 101 [G]. The student

will gain knowledge of triads in root, first, and second inversions, counterpoint, voice leading, seventh chords, nonharmonic tones, harmonic progressions, secondary dominants, and the technique of harmonization. Prerequisite: MU-MS 101 [G].

MU-MS 104 P) Ear Training II (1) SP

The second in a series of four classes designed to develop the ear so that one can hear music and identify what is being heard through dictation and notation. It is vital to be able to hear pitch, rhythm, melody and harmony in music. This understanding will allow the student to become a well-rounded musician. Prerequisite: MU-MS 102.

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

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

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) FA

A course designed to survey concepts, equipment, and techniques associated with the modern electronic music studio. This course will introduce the student to the different types and uses of microphones, mixing consoles, effects processors, and most aspects of midi-technology. This course will demonstrate current uses of these tools in a digital-track studio.

MU-MS 201 P) Music Theory III (3) FA

A study of altered chords: the continued study of secondary dominants, diminished sevenths, augmented sixths, borrowed chords, chords of the ninth, eleventh, and thirteenth. Attention is given to advanced modulation. Critical analysis of pieces and creative composition incorporating the above concepts is explored. Prerequisite: MU-MS 103.

MU-MS 202 P) Ear Training III (1) FA

The third in a series of four courses designed to develop the ear so that one can hear music and identify what is being heard through dictation and notation. It is vital to be able to hear pitch, rhythm, melody and harmony in music. This understanding will allow the student to become a well-rounded musician. Prerequisite: MU-MS 104.

MU-MS 203 P) Music Theory IV (3) SP

A study of 20th and 21st Century composition techniques including altered chords, advanced modulation, atonal music, matrices, and various contemporary song forms. As music is a creative

and changing art form creative composition incorporating the above concepts are explored and encouraged of students. Prerequisite: MU-MS 201.

MU-MS 204 P) Ear Training IV (1) SP

The fourth in a series of four courses designed to develop the ear so that one can hear music and identify what is being heard through dictation and notation. It is vital to be able to hear pitch, rhythm, melody and harmony in music. This understanding will allow the student to become a well-rounded musician. Prerequisite: MU-MS 102 [G], MU-MS 104 –G, MU-MS 202 [G].

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 P) Vocal Diction (2)

Students will be introduced to the rudimentary concepts associated with vocal delivery in a number of languages and gain mastery of the International Phonetic Alphabet (IPA). Prerequisite: Permission of the instructor

MU-MS 305A Music Business: Performance & Management (4)

MU-MS 305B Music Business: Performance & Management (4)

This class is a contemporary overview of the music business with a hands-on approach to the industry. The class will be traveling to pre-determined sites, exploring the music industry with all the senses. This class will focus on labels, distribution and publishing companies, recording studios, artist management, promotion, production, and legal counsel. The student will work with the text and meet with various experts on the trip to understand the spectrum of the industry. The student will specifically look at the music business from a music performance and management perspective, or from a recording studio and administration perspective. This extra focus will allow for the student to create a plan for future career opportunities, while having a well-rounded understanding of industry as a whole.

MU-MS 306 [G] Popular Music in America (2) WI

This course is designed to introduce the student to the role music has had in shaping our culture. Worldviews associated with music and their associated movements will be investigated. Topics will include fashion, lyrics, philosophies, economics, style, etc.

MU-MS 309 Survey of Church Music (2) FA

The student will study the history of church music across the ages to become aware of the use of music in the liturgy. From the background the student will be able to develop a working model to incorporate "psalms, hymns, and spiritual songs" (Eph. 5:19; Col. 3:9) into a worship service, as well as, an appreciation of the various genres of music that can be used in a worship setting.

MU-MS 310 P) Basic Conducting (2) SP

This course is a study of basic fundamentals of instrumental and choral conducting. The student will learn basic conducting patterns, expressive gestures, basic score reading, and basic rehearsal techniques. Prerequisite: MU-MS 101 [G], MU-MS 102 [G].

MU-MS 311 Songwriting (2) WI

Designed as an advanced course to explore the wide spectrum of songwriting. The student spends time composing songs in line with prescribed expectations that match current, real-world, songwriting situations.

MU-MS 313 Computer Composition (2) WI

Using Finale as software for computer composition, this course will introduce the student to modern composing and arranging techniques. The student will compose quality arrangement with several styles. Further, the student will explore multimedia platforms for media work. The student will find themselves learning how to create quality multimedia for churches, concerts, and other community events using popular software such as PowerPoint, Song Show, Media Shout, etc. Prerequisite: MU-MS 179[G]

MU-MS 325 P) Counterpoint/Orchestration (3) SP

The study and application of scoring techniques for small and large ensembles with particular attention to tone colors and combinations of instruments. Specific attention will be given to the development and understanding of contrapuntal elements existent in music and its composition. Prerequisite: MU-MS 203

MU-MS 327 P) Vocal Literature & Pedagogy (3)

This course will introduce the student to the basic principles of vocal pedagogy by reviewing the historical development, as well as contemporary advances, associated with vocal training. Attention will be given to the physiological principles related to proper vocal technique, common vocal problem and their appropriate responses, vocalizations, appropriate repertoire development, as well as other topics associated with effective vocal training. Prerequisite: MU-MS 227

MU-MS 329 [G] Piano Literature & Pedagogy (3)

This course will introduce the student to the basic principles of piano pedagogy by reviewing the historical development, as well as contemporary advances, associated with piano instruction and training. The student will be introduced to a number of methods related to piano instruction and explore the science of piano instruction. Piano scores and the history of the piano as an instrument will be investigated.

MU-MS 362 [G] Music History I (Ancient – Renaissance) (3) FA

A study of the history of Western music from Biblical roots through the Renaissance (1600AD). A study of the people and their music in the medieval & renaissance eras. Significant musical

figures, social customs, musical issues, style traits, and the early Christian church will be studied for their impact on the development of music in the Western European tradition.

MU-MS 363 [G] Music History II (Baroque to Classical) (3) SP

This is a continuation of MU-MS 362 [G], and is a study of the history of Western music during the Baroque and Classical periods of music (1600-1825 AD). Included will be a study of the leading musical composers, their contribution to musical repertoire, genres, form, and the overall development of music during the 17th and 18th centuries.

MU-MS 364 [G] Music History III (Romantic to Modern Day) (3) FA

This is a continuation of MU-MS 363 [G], and is a study of the history of Western music from the Romantic Era of music to modern day (1825 AD to present). Included will be a study of the leading musical composers, their contribution to musical repertoire, genres, form, and the overall development of music during the 19th, 20th, and 21st centuries. World music and its association with globalization will be explored.

MU-MS 371 Electronic Music Production (2) WI

This course is intended for concentrated study in computer-based recording, editing, and performance. Students will explore found sound, looping, MIDI, remixing and scoring for video. In addition to current developments in electronic music, this course will cover the history of electronic music.

MU-MS 379 P) Studio Production Techniques (3)

This course offers further experience in studio production. This project-based course will center on a variety of recording projects, both student and professional, while becoming proficient with Logic® software. Prerequisite: MU-MS 179 [G] Intro to Music Technology

MU-MS 380 Music Publishing (2) WI

The student will take at least one written song and, after studying the music publishing industry, copyright it accordingly. Prerequisite: MU-MS 179[G]

MU-MS 404 P) Advanced Songwriting (2-4)

A more advanced course is designed to expand general studies associated with the art of songwriting. Designed as an independent study course, the student will interact with faculty, artists and clinicians, to complete a portfolio of songs. Prerequisites: MU-EN 278 [G]

MU-MS 420 Worship, Performance, & the Christian Musician (2)

Designed as an investigative journey into the heart of the Christian musician, this course will explore the role of the Christian performer/worship leader in our current cultural context. Students are challenged to develop a theology of music, performance and worship all while exploring what it means to be a creative individual. Current contemporary issues as they

relate to music and worship will be addressed, giving the student the opportunity to wrestle with the subject matter.

MU-MS 479 P) Advanced Studio Production Techniques (2)

This course offers further training and experience in multi-track studio production and studio management. This project-based course will center on a variety of recording projects, both student and professional. Prerequisite: MU-MS 379

MU-MS 495 Music Internship (2-4)

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.

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) SP

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) FA, SP

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] P) Invertebrate Zoology w/Lab (4) FA

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] P) Vertebrate Zoology w/Lab (4) SP

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) SP

An introductory lab science course which includes a survey of the major plant groups with emphasis on taxonomy and basic concepts of botany. This is a general education course designed to provide a foundation in plant biology for those interested in further study in the sciences. Three hours lecture, two hours lab per week.

NS-BI 204 [G] P) Human Anatomy & Physiology I w/Lab (3) FA

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, physical education 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] P) Human Anatomy & Physiology II w/Lab (3) SP

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. Perquisites: 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) WI

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).

NS-BI 304 [G] P) Microbiology w/Lab (4) SP

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) FA

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] P) Ecology of the Southwest w/Lab (4) WI

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 alternate years).

NS-BI 307 [G] P Florida Ecology w/Lab (4) WI

This course is designed as a hand-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 alternate years).

NS-BI 308 [G] P Ornithology w/Lab (4) FA, SP

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] P Genetics w/Lab (4) SP

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) SP

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) SP

A study of fundamental principles of chemistry and properties of matter. Emphasizes scientific

Degrees/Majors/Minors

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] P College Chemistry I w/Lab (4) FA, SP

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] P College Chemistry II w/Lab (4) FA, SP

This is the second level of a course designed as survey of inorganic chemistry, which includes detailed studies of the basics of chemistry, atomic and molecular structure, states of matter, solutions, chemical reactions, equilibrium and nuclear chemistry. Laboratory activities support the classroom topics and also include safety, lab techniques and procedures, and instrumentation. Prerequisite: NS-CH 111 [G] or instructor's approval.

NS-CH 212 [G] P Organic Chemistry I w/Lab (4) FA

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 process associated with the form and function of living matter and will include course work related to acidity, alkalinity, carbohydrates, amino acids, proteins, nucleosides, nucleotides, nucleic acids, DNA and RNA, as well as other associated topics.

NS-CH 312 [G] P Organic Chemistry II w/Lab (4) SP

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) FA

This course satisfies the prerequisite for College Algebra. It will also help prepare the student for Introduction 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.

NS-MA 104 [G] P College Algebra (3) FA, SP

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 P) College Trig & Analytical Geometry (2, 3) SP

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.

NS-MA 111 [G] P Calculus I (4) FA

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] P Survey of Contemporary Mathematics (3) SP

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. Prerequisite: Minimum of C in NS-MA 103, Math ACT score of 18 or better, or instructor's permission.

NS-MA 209 [G] P Statistics (3) FA

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] P Calculus II (4) SP

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].

NS-MA 212 P Multivariable Mathematics (3)

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 P Calculus III (4) FA

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 P 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 P 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 P 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 P Advanced Calculus (4)

The course is designed to review the algebraic and topological structure of the real number system. Specific focus will be given to the mastery of one-variable calculus including continuous, differentiable, and Riemann integrable functions and the Fundamental Theorem of Calculus. Other topics will include uniform convergence of a sequence of functions, contributions of Newton, Leibniz, Cauchy, Riemann, and Weierstrass. Prerequisite: Permission of the instructor.

NS-MA 413 P 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 P Discrete Mathematics (3-4)

This is a course that provides the mathematical basis for computer science, but it has a much broader mathematical application. This course covers applications in discrete mathematics through the study of logic and proofs, set operations, Venn diagrams, trees, Cartesian products and counting relations, functions and relations, concepts of algorithms, combinatorics, discrete probability, and graphs. Prerequisite: Permission of the instructor.

NS-MA 415 P Modern Geometry (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] P General Physics I w/Lab (4) FA

This course is the first in a two-course sequence, which completes an eight semester hour college algebra based physics block. It meets the requirement for a basic professional level course supporting science majors not needing a calculus based physics course such as those going into pre-med. However, for those planning to take the MCAT, both semesters are needed. Topics covered include mechanics and fluids. Prerequisite: Minimum of C in NS-MA 104 [G] College Algebra or permission of the instructor. Lab is required.

NS-PH 206 [G] P General Physics II w/Lab (4) SP

This course is the second in a two-course sequence, which completes an eight semester hour college algebra based physics block. It meets the requirement for a basic professional level course supporting science majors not needing a calculus based physics course such as those going into pre-med. However, for those planning to take the MCAT, both semesters are needed. Topics covered include thermodynamics, electricity, and optics. Prerequisite: NS-PH 205 [G]. Lab is required.

NS-PH 215 [G] P University Physics I w/Lab (5) FA

This course is the first in a two-course sequence which completes a 10 semester hour calculus based physics block. It meets the requirement for a basic professional level calculus based course supporting engineering, mathematics, and science majors. Topics covered include mechanics and fluid mechanics. Prerequisite: NS-MA 111 [G] or permission of the instructor. Lab is required.

NS-PH 216 [G] P University Physics II w/Lab (5)

SP

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) WI

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. Designed as a non-major, general introductory course, students will take a hands-on approach to astronomy and space exploration. Topics covered in this course will include Kepler's law, Newton's law, origin of the Solar System, astronomy and astronomical bodies, cosmology, and an introduction to astronomical instruments.

NS-PS 305 P) 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) WI

SP-AC 128 [G] Basketball/Bowling I (1) SP

SP-AC 129 [G] Yoga (1) FA

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

SP-AC 134 [G] Weight Training I (1) FA

SP-AC 139 [G] Jogging for Fitness I (1)

SP-AC 144 [G] Fitness Walking/Softball I (1) SP

SP-AC 145 Aquatics (1) FA

SP-AC 146 Folk, Square, & Social Dance I (1)

SP-AC 147 Tumbling I (1)

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 Weight Training II (1)

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)

SP-AC 347 Tumbling II (1)

SP-AC 205 [G] Recreational Activities (4) WI

The purpose of this course is to introduce the student to the use of recreational games and activities in order to improve quality of life. Focus is on small and large group activities.

SP-VS 141 Junior Varsity Sport Participation [First two semesters of participation] (Baseball, Basketball and Men's Soccer only.)

SP-VS 341 Sport Participation [Second two semesters of participation]

Instruction and participation in a specific sport. To receive credit the student must be an official member of the junior varsity team and attend scheduled practices and games.

A – Baseball

B – Basketball (M)

C – Soccer (M)

D – Tennis

E – Volleyball

G – Softball

H – Soccer (W)

I – Basketball (W)

J – Cheerleading

K- Golf

SP-VS 151 Varsity Sport Participation [First two semesters of participation]

SP-VS 351 Varsity Sport Participation [Second two semesters of participation]

Instruction and participation in a specific sport. To receive credit the student must be an official member of the varsity level team and attend scheduled practices and games.

A – Baseball

B – Basketball (M)

C – Soccer (M)

D – Tennis

E – Volleyball

G – Softball

H – Soccer (W)

I – Basketball (W)

J – Cheerleading

K- Golf

SPORT SCIENCE & HEALTH (GENERAL)

SP-SH 100 [G] Fitness and Wellness (2) FA, SP

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 pattern.

SP-SH 201 First Aid (2) FA

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) FA

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) WI

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) WI

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) SP

The study, practice, and organization of sports such as soccer, volleyball, basketball, baseball, softball, etc.

SP-SH 210 Personal & Community Health (2) SP

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) WI

Includes football, baseball, basketball, and volleyball. Instruction and participation in individual or team sports.

SP-SH 305 Theory of Coaching Basketball (2) SP

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) SP

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) FA

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 P) Exercise Physiology (3) FA

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) FA

A foundational course detailing numerous outdoor activities, their effects and benefits for our society.

SP-SH 310 P) Kinesiology (3) SP

A study of human motion emphasizing the musculoskeletal structure and neuromuscular involvement in voluntary movement. In addition, biomechanical principles involved in the performance of motor/sport skills and strength training exercises. Prerequisite: NS-BI 101 [G] General Biology w/ Lab and NS-BI 204 [G] Human Anatomy & Physiology I.

SP-SH 312 Adaptive Physical Education (2) SP

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) SP

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 [G] Sport Nutrition (4) WI

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) FA

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) SP

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 P) Recreational Facilities (3) SP

This course focuses on designing, planning and managing sports arenas and facilities. Prerequisites: SP-SH 202 or SP-SM 200.

SP-SH 415 P) Exercise Testing, Evaluation, & Prescription (3) FA

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 P) Exercise Leadership (3) SP

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) FA

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) FA

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) FA

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) FA

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 P) Sport Marketing (3) SP

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) FA

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) SP

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 491 Senior Research Project (3) SP

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.

SS-AP 495 Internship [Social 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.

SS-AP 498 Thesis [Social 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 synthesize information and data related to a hypothesis or research question. This course is the educational capstone for those majoring in the psychology/social sciences. It is designed to integrate the learning experience in preparation for further educational endeavors or professional placement.

SOCIAL SCIENCES (CRIMINAL JUSTICE)

SS-CJ 235 Introduction to Criminal Justice Systems (3) FA

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) FA

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 P) 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, Mr. Ron Hagen, and be in good standing with the college) (Offered alternate years)

SS-CJ 340 Criminal Law (3) SP

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) SP

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) WI

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) SP

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) FA

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) SP

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) FA

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) SP

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 243 History of World War I (1)

This course offers a glimpse into the issues involved in World War I, including factors leading up to the conflict, major battles and events, and continuing cultural effects of the war.

SS-HI 244 Social History of the 1960s (1) FA

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) SP

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) SP

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 334 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 343 The American Revolution (2)

The American revolutionary period is formative to America and her identity in a number of ways: our concepts of democracy and slavery, Native Americans and the intruder's desire for land, human rights and independence, the balance between individual rights and majority rule, the rule of law and our constitution, religion and the need for virtue, human corruption and the need for limited government, alliances and their dangers, etc.. Some of these are routinely discussed, but others are largely neglected and/or misunderstood. This course attempts to cover, as thoroughly as possible this period so the student can comprehend historical facts and thereby grapple with historical as well as related contemporary issues. In addition to the flow of historical events, emphasis will also be given to major personalities. An effort will also be made to understand the presence and role of religion/Christianity. (Offered alternate years.)

SS-HI 344 A History of Minorities in the U.S. (2) FA

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 345 The American West (2) SP

This study will concentrate on the development of civilization west of the Mississippi, beginning with the earliest inhabitant of the North American continent and through the period of colonization and eventual domination by Americans of European descent. Geographical, military, social, political, and environmental issues will be addressed. (On Demand)

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 P) 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 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-PO 112 Current World Problems (3) FA

A critical examination of international affairs and issues, evaluated in terms of historical perspective, sociological impact, international political implications, and their effect on American culture and policies. (Offered alternate years.)

SS-PO 203 American Government (3) SP

A critical examination of the formal and informal institutions of American government—congress, the presidency, bureaucracy, judiciary, political parties, media and interest groups—in order to understand the political policy and action of our nation. (Offered alternate years.)

SS-PO 333 Political Science & Thought (3) SP

Designed as an introductory course to political theory, this course will expose the student to political philosophy and its influence on how societies interpret the role of humanity and its governing bodies. (Offered alternate years.)

SOCIAL SCIENCES (PSYCHOLOGY)

SS-PY 110 [G] General Psychology (3) FA, SP

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 P) Human Growth & Development (3) FA

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) FA

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] 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 (3)

This course is designed as an exploration in to the biological, psychological, theological, social, moral, and cultural issues related to human sexuality. The intent of this course is to examine sexuality within the context of modern science, contemporary society, and Judeo-Christian perspectives. Emphasis will be placed on helping you develop a holistic appreciation of sexuality and the construction of a sexual ethic that advocates moral responsibility for personal and public sexual health. (Offered alternate years.)

SS-PY 307 P) Child & Adolescent Development (3) FA

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. Prerequisite: SS-PY 110 [G] General Psychology. (Offered alternate years.)

SS-PY 309 P) 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.). Prerequisite: SS-PY 201 Human Growth and Development.

SS-PY 310 P) Research Methods/Applied Statistics (3) FA

Designed to introduce students to the use of statistical models and formulas used in research methodology and design. This research process will be investigated by actively involving the student in developing research questions, hypotheses development, evaluating ethical issues, collecting and analyzing data, and reporting research results. Statistical topics will include a hands-on approach to correlations, ANOVA, t-tests, regression, probability, standard deviation, central tendency, evaluation of curves, as well as other topics. Use of EXCEL and SPSS is required. Prerequisite: NS-MA 209 or permission of the instructor. (Offered alternate years.)

SS-PY 312 P) Personality Psychology (3) FA

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 P) Personality Psychology, historical theories will also be explored. Prerequisite: SS-PY 110 [G] General Psychology. (Offered alternate years.)

SS-PY 320 P) Social Psychology (3) WI or SP

The study of how the individual is influenced in his or her behavior, attitudes, perceptions, emotions, and thoughts by other people. Prerequisite: SS-PY 110 G General Psychology.

SS-PY 325 P) Counseling (3) SP

A combination of theory and practice. Basic listening and counseling skills are stressed and combined with some of the major counseling theories. Especially for ministry majors and students pursuing a career in psychology. Prerequisite: SS-PY 110 [G] General Psychology or instructor's permission.

SS-PY 330 P) Abnormal Psychology (3) SP

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-IV, as well as case studies of disorders. Prerequisite: SS-PY 110 [G] General Psychology. (Offered alternate years.)

SS-PY 332 Developmental Psychopathology (3)

Using the context of developmental psychopathology, this course will introduce the student to normative and non-normative

development while investigating the role of biology, family, society, and culture.

SS-PY 335 P) Industrial/Organizational Psychology (3) FA

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. Prerequisite: SS-PY 110 [G] General Psychology. (Offered alternate years.)

SS-PY 355 Organizational Behavior (3) SP

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 P) 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. On demand. Prerequisite: SS-PY 110 [G] General Psychology.

SS-PY 400 P) Sport & Exercise Psychology (2) SP

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. Prerequisite: SS-PY 110 [G] General Psychology.

SS-PY 403 P) Physiological Psychology (3) FA

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 P) 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. (On Demand)

SS-PY 452 Psychology of Religion (2)

This course will investigate the role of religion and its affects 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. (On Demand)

SS-PY 495 Internship [Psychology] (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 (SOCIOLOGY)

SS-SO 202 [G] Principles of Sociology (3) FA

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 introduces the student 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.

SS-SO 306 P) Social Problems (3) SP

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; ethnic, racial, and other identity movements; cross-cultural immersion; cross-cultural adaptation; and cross-cultural conflict and negotiation. Furthermore, students will have opportunity to discuss strategies for practical application that will address these issues and integrate Christian values. An immersion experience in a differing culture will be used as a "laboratory" to explore how culture impacts interaction (if the course is offered during interterm).

SS-SO 328 [G] Field Anthropology (4) WI

Designed for interterm, this course will provide students with an opportunity to explore anthropological principles and insights in both the classroom and the field. Included will be detailed observations of archaeological remains of Native American cultures in Southwestern U.S., and possibly participation in an archaeological dig and/or observation of a Native American culture in a naturalistic setting. The relationship between the natural environment and various components of culture (material, social, spiritual) will be explored. (Offered alternate years.)

SS-SO 381 [G] Marriage and Family (3-4) FA, WI, SP

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 P) 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 [G] Principles of Sociology. (Directed Study)

COURSE DESCRIPTIONS – NON-RESIDENTIAL

BUSINESS: HEALTHCARE

EX-AC 327 Financial Accounting (3)

Nature and purpose of accounting, basic accounting concepts and procedures, methods of processing, summarizing and classifying financial data. The accounting cycle, merchandising, measuring and reporting current assets and liabilities, and accounting for partnerships and corporations are topics covered.

EX-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 history narratives, the writings of the prophets, and the collection known as Wisdom Literature.

EX-BI 302 New Testament Literature (3)

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

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

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

EX-BI 358 Biblical Theology I (3)

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

EX-BI 400 Biblical Theology II (3)

This course will focus on the essential doctrines of the faith. From a systematic and biblical approach, stress will be placed on such normative doctrines as God, Christ, the Holy Spirit, the Trinity, the Church, Salvation and Eschatology.

EX-BI 407 A Biblical Panorama (3)

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

CRIMINAL JUSTICE

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

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

EX-CJ 310 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 statistics used for quantitative data analysis by criminal justice researchers and administrators.

EX-CJ 340 Police Administration (3)
An organizational management and systems approach to the study of police administration. Emphasizes the administration of various police function, organizational structures, resources management, operational techniques, professional ethics, and leadership principles and their implications for generalized and specialized units.

EX-CJ 364 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.

EX-CJ 440 Criminal Procedure I (3)
Constitutional aspects of criminal procedures, including investigations, arrests, search and seizures, pre-trial processes, trial rights, sentencing, and appeals. Part I focuses primarily on the rights protected by the Fourth Amendment.

EX-CJ 442 Criminal Procedure II (3)
Constitutional aspects of criminal procedures, including investigations, arrests, search and seizures, pre-trial processes, trial rights, sentencing, and appeals. Part II focuses primarily on the rights protected by the Sixth Amendment.

EX-CJ 450 Criminological Theory (3)
This course focuses on the major theoretical explanations for crime and delinquency.

EX-CJ 452 Victimology (3)
Theories and history shaping the bio-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 Directed Study in Criminal Justice (3)
This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

COMPUTER SCIENCE

EX-CP 305 Management Information Systems (MIS) (3)

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

EX-CP 310 Health and Clinical Data Management (3)

In this course, students will use medical practice software and apply clinical knowledge to support data management functions in a healthcare organization such as coding for reimbursement, practice analysis, and assessing clinical outcomes.

EX-CP 312 Health Information Systems Design & Analysis (3)

This course provides students with a practical understanding of information systems within healthcare organizations. Topics include the design, development, implementation and evaluation of information systems, privacy and security, decision-making approaches, and web-based access to health information.

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

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

opportunity to design, load, and update databases.

EX-CP 405 Privacy and Security of Healthcare Data (3)

In this course, students are exposed to the concepts of privacy, security, confidentiality, ethics, and regulations pertaining to the use of health information. Topics include legal and ethical environment of protecting healthcare data, HIPAA privacy standards, and health information disclosure.

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

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

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 (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 491 Health Administration Capstone Project (3)

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

EX-HC 492 Current Topics in Health Information Management (3)

This seminar allows students to engage in topical discussion about challenges facing the healthcare industry with regard to health information management. Students will work in collaborative groups to select a current challenge in health information management and will make a presentation that provides recommendations and solutions for the challenge.

EX-HC 495 Health Information Management (HIM) Internship (3)

The HIM internship component of the degree program provides an opportunity for students

to synthesize what has been learned in the coursework taken in this degree program with the objective of transitioning from a student to a professional in the HIM field. Students are expected to implement the project proposals created in the capstone course in a professional setting. Requirements for the course include a 75-hour minimum professional practice experience and a project paper detailing the implementation of the project.

MANAGEMENT

EX-MG 306 Conflict Resolution and Negotiation (3)

This course exposes students to the nature of conflict within healthcare organizations and the various forms of employable conflict resolution techniques. Emphasis is given to overcoming positional or contentious strategies while building collaboration and offering choices. Focus is placed on understanding the interdependence of groups within the system and the cohesion necessary to deliver quality health care.

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

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

EX-MG 311 Advanced Professional Communications (3)

This course includes in-depth discussion of current communication topics including workplace diversity, technology, correspondence applications, proposals, business plans, visual aids, teamwork, interpersonal communications, listening, nonverbal messages, presentation skills and employment communication. Positive, neutral, goodwill, negative and persuasive letters will be prepared. Prerequisites: EN-CP 103 [G], EN-CP 104 [G].

EX-MG 320 Research & Applied Statistics (4)

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

significance levels, and analyzing variance and constructing questionnaires.

EX-MG 325 Project Management (3)

This course provides an introduction to principles of managing projects and provides students with the opportunity to explore project management software and tools to manage projects effectively. Topics include project lifecycle management, planning, scheduling, budgeting, controlling, risk management, and crisis and change management.

EX-MG 327 Technical Writing (3)

In this course, students will have an opportunity to develop the skills needed to write technical and scientific documents such as reports, documentation and instructions. Topics include methods of organization, writing style, empirical review, and adapting writing for various audiences.

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

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

EX-MG 341 Theories In Leadership (3)

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

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

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

EX-MG 351 Principles of Management (3)

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

EX-MG 357 Healthcare Business Law (3)

A study of the basic legal principles governing contracts, commercial papers, sales, agency, employment, partnerships, corporations, and other commercial transactions.

EX-MG 360 Managerial Marketing (3)

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

EX-MG 366 Employee Benefits (3)

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

EX-MG 368 Operations Management (3)

This course provides students with the principles of operations management in manufacturing and service industries. Through the use of case study analysis, students will learn the systematic planning process of how inputs get turning into goods and services. Students will be exposed to the following topics: process analysis, forecasting, materials planning and management, quality and productivity, purchasing, inventory, technology and project scheduling.

EX-MG 420 Business Law (3)

Business law studies the history, background, sources and influences of our modern day law as it pertains to the business activities of individuals, corporations and other legal entities. As a part of this module particular emphasis will be placed upon the laws governing contracts, creditors' rights, secured transactions, bankruptcy, agency, partnerships and corporations. Today's managers need to understand the basic legal concepts to avoid costly courtroom problems and other legal issues.

EX-MG 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 Health Care Management Business Policy (Capstone) (3)

This course permits students to analyze business problems in a healthcare setting. Using knowledge, skills and abilities acquired in prior coursework, students will have an opportunity to conduct action research where they will develop policies aimed at organizational improvement.

MINISTRY

EX-MN 300 Learning Skills & Hermeneutics (3)

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

EX-MN 319 Spiritual Formation (3)

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

EX-MN 332 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.

EX-MN 340 Applied Pastoral Care (3)

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

EX-MN 352 Pastoral Counseling (3)

This course examines the pastoral role in

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

EX-MN 402 Apologetics & Worldview (3)

This course will study the history and importance of the discipline known as apologetics, the defense of the faith, while also considering how this is an ongoing concern for the church of today. The class will be looking at the classic philosophical and theological components that are utilized in support of the faith and serve as a basis for confronting pluralism. The student will also be challenged to consider his/her own worldview and the various elements that shape it.

EX-MN 411 Homiletics & Critique (3)

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

EX-PH 364 Contemporary Culture and 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.

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)

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

EX-OR 465 Applied Research Project (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 Life & Learning Assessment Seminar (3)

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

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

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

SCIENCES

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

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

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

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

A.A., Central Christian College, McPherson, Kansas, 1979; B.S., Eastern Oregon State College, LaGrande, Oregon, 1982; M.A. University of Northern Colorado, Greeley, Colorado, 1994; Air Command and Staff College, Maxwell Air Force Base, Montgomery, Alabama, 1995; M.S. Marine Corps War College, Quantico, Virginia, 2005. *Central Christian College, 2010-*

Favara, Leonard F., Ph.D. (Rev.) — Provost/Vice President of Academics

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-*

Ferrell, J. David, Ed.D. — Vice President of Finance & Operations

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

Kroeker, Dean, Ed.D. — Dean of the School of Professional Education

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

Smith, Christopher M., M.Ed. — Vice President of Student Affairs

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

FACULTY

Alexander, Candi, M.A. — English (Chair)

A.A., Central College, McPherson, Kansas, 1995; B.A., Greenville College, Greenville, Illinois, 1997; M.A. Wichita State University, Wichita, Kansas, 2004; Ed.D. Northcentral University, Prescott, Arizona, forthcoming. *Central Christian College, 1997-2001, 2003-*

Allen, Ronald F., Ph.D. — Education (Chair)

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

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

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-*

Esping, Gretchen, Ed. D. — Dual Credit Program Director

B.F.A., Bethany College, Lindsborg, Kansas, 1971; M.A., University of Iowa, Iowa City, Iowa, 1973; Ed. D., Kansas State University, Manhattan, Kansas, 2010. *Central Christian College, 2011-*

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-*

Gillette, Jessica, M.S. — Sports Science (Chair)

B.A., Tabor College, Tabor, Kansas, 2004; M.S., Emporia State University, Emporia, Kansas, 2008. *Central Christian College, 2007-*

Grubbs, David, M.A. — English

B.A., Southeastern Bible College, Birmingham, Alabama, 2002; M.A., University of Alabama at Birmingham, Birmingham, Alabama, 2004. Ph.D., University of Georgia, Athens, Georgia, forthcoming. *Central Christian College, 2011-*

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

A.A., Central Christian College, McPherson, Kansas, 2001; B.M., Wichita State University, Wichita, Kansas, 2004; M.A., University of Missouri-Kansas City, Kansas City, Missouri, 2007; M.A., University of Central Missouri, Warrensburg, Missouri, 2011. *Central Christian College, 2010-*

Kaufman, Jacob, M.A. — Fine Arts (Chair) & Contemporary Christian Music Director

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, forthcoming. *Central Christian College, 2005-*

Kaufmann, Charles (Rev), M.A. — Social Science (Chair)

A.A., Central College, McPherson, Kansas,

1974; B.A., Briar Cliff College, Sioux City, Iowa, 1984; M.A., Wichita State University, Wichita, Kansas, 2001.

Central Christian College, 2001-

Kelley, Bev, M.L.S. — Registrar

A.G.S., Central College, McPherson, Kansas, 1979; B.S.B., Central Christian College, McPherson, Kansas, 2004; M.L.S., Emporia State University, Emporia, Kansas, 2007. *Central Christian College, 1979-81, 1996-*

Lancaster, Robert, M.Ed. — History, Sports Science

B.A. East Central University, Ada, Oklahoma, 2001; M.Ed., Regis University, Denver, Colorado, 2009.

Central Christian College, 2011

Lorenz, Glenn (Rev), D.Min. — Ministry & Theology (Chair)

B.A., San José State University, San José, California, 1993; M.Div., Asbury Theological Seminary, Wilmore, Kentucky, 1999; D.Min., Asbury Theological Seminary, Wilmore, Kentucky, 2005.

Central Christian College, 2010-

Mackey, Ryan D. (Friar), M.A. — Music

A.A., Central Christian College, McPherson, Kansas, 1999; B.S., McPherson College, McPherson, Kansas, 2001, 2004; M.A., Friends University, Wichita, Kansas, 2009. *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-

Nelson, Carol, M.Ed. - Education
B.Ed., Washburn University, Topeka, Kansas, 1997; M.Ed., Wichita State University, Wichita, Kansas, 2005.
Central Christian College, 2009-

Reese, Melinda, J., B. A. — Education
B.A., Bethany College, Lindsborg, Kansas, 1978; M.Ed., McPherson College, McPherson, KS, forthcoming.
Central Christian College, 2012-

Smith, Christopher. M., M.Ed. – Ministry/Theology
B.S. Greenville College, Greenville, Illinois, 1996; M.Ed. Azusa Pacific University, Azusa, California, 2004.
Central Christian College 2006 –

Smith, Suzanne, M.S. – Mathematics
B.S., Phillips University, Enid, Oklahoma, 1981; M.S., Kansas State University, Manhattan, Kansas, 1983.
Central Christian College, 2011-

Stockstill, Judy, M.L.S. — Director of Library/Media Services
B.A., McPherson College, McPherson, Kansas, 1979; M.L.S., Emporia State University, Emporia, Kansas, 2004.
Central Christian College, 2002-

Ullum, Naomi A., C.D.A. — Art
C.D.A., Society of Decorative Painters, Wichita, Kansas, 2000; Master Training, 1997-2004.
Central Christian College, 2004-

Whitehouse, Heath, M.B.A. – Business, Faculty Athletic Representative
B.S., Central Christian College, McPherson, Kansas, 2009; B.S.B. Central Christian College, McPherson, Kansas, 2009; M.B.A., Kansas Wesleyan University, Salina, Kansas, 2011.
Central Christian College, 2010 -

ADJUNCT

Barnes, Matt A., B.S. – Percussion
B.S., Central Christian College, McPherson, Kansas, 2004.
Central Christian College, 2011-

Barreiro, Enrique N., M.B.A. – 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-

Brown, Tom, M.B.A. – Business
M.B.A., University of Colorado, Colorado Springs, Colorado.
Central Christian College, 2011-

Dawson, Shane, B.S. – Music & Psychology
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
B.S., University of North Dakota, Grand Forks, North Dakota, 1977; B.S., University of North Dakota, Grand Forks, North Dakota, 1978; M.B.A., Friends University, Wichita, Kansas, 1994.
Central Christian College, 1995-

Martin, Richard, M.B.A. – Business
B.S.B., Central Christian College of Kansas, McPherson, KS, 2008; M.B.A., Kansas Wesleyan University, Salina, KS, 2012.
Central Christian College, 2010-

Negitch (Haydt), Jennifer, M.A. – Business and Social Science
B.S., Embry-Riddle Aeronautical University, Daytona Beach, Florida, 2009; M.A., Shorter University, Rome, Georgia, 2012.
Central Christian College, 2012-

Nelson, Jeremy A., B.A. – Director of Sports Information
B.A. Bethany College, Lindsborg, Kansas 1997.
Central Christian College, 2008 -

Nye, Beverly, M.A. – Education
B.S., University of Colorado, Boulder, Colorado, 1976; M.A., University of Northern Colorado, Greeley, Colorado, 1991.
Central Christian College, 2011-

Read, Pam, J., M.A. – Ministry & Theology
B.A., Central Washington University, Ellensburg, Washington, 1980; M.A., University of Denver, Denver, Colorado, 1983; M.A., Wartburg Theological Seminary, Dubuque, Iowa, 1991.
Central Christian College, 2011-

Parry, Ruth A., B.S. – English
B.S. Central Christian College, McPherson, Kansas, 2011; M.A. Wichita State University, Wichita, Kansas, forthcoming.
Central Christian College, 2011-

Seibel, Steven – Aviation Instructor
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-

Shugart, Suzanne W., M.Div. – Spanish
B.S.M., Central Christian College, McPherson, Kansas, 2001; M.Div., Nazarene Theological Seminary, Kansas City, Missouri, 2011.
Central Christian College, 2010-

Smidderks, Dean H., M.Div. — Ministry
A.A., Los Angeles Pacific College, Los Angeles, California, 1954; B.A., Seattle Pacific University, Seattle, Washington, 1956; M.Div., Asbury Theological Seminary, Wilmore, Kentucky, 1959.
Central Christian College, 2004-

Smith, Leah, M.A. – Ministry
B.A., Cornerstone University, Grand Rapids Michigan, 1998; M.A. Huntington University, Huntington, Indiana 2004.
Central Christian College, 2006 -

Snell, Rebecca, M.M. – Music, Vocal
B.A. McPherson College, McPherson, Kansas, 2005; M.M. Central Michigan University, Mount Pleasant, Michigan, 2011.
Central Christian College, 2011-

Sparks, Jamie, M.S. – Psychology
B.S., Central Christian College, McPherson, Kansas, 2009; M.S., Friends University, Wichita, Kansas, 2011.
Central Christian College, 2010-

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 Vice President of Academics
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
Central Christian College, 1946-1952, 1965-1989

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
Central Christian College, 1976-88, 1991-2012

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, Merril 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
Wessington Springs College & Academy, 1961-1968.
Central Christian College, 1968-2000

Scarpellini, Vicki – Administrative Assistant to the Vice President of Academics & Registrar
Central Christian College, 1980-82, 1986-1987, 2000-2010

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

SCHOOL OF PROFESSIONAL EDUCATION (ADJUNCT)

AraSmith, Autumn, M.S – Juvenile Justice
A.A., Colby Community College, Colby, KS
2006; B.A., Friends University, Wichita, KS,
2007; M.S. South University, Savannah, GA,
2009.
Central Christian College, 2011-

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

Banez, Allen, Ph.D. – Ministry
B.A., California State University, Fullerton,
California; M.Theo. Dallas Theological
Seminary, Dallas, Texas; M.A., Dallas
Theological Seminary, Dallas, Texas; Ph.D.,
Biola University, La Mirada, California, 2012.
Central Christian College, 2012-

**Barreiro, Enrique, M.A. – Sports
Management**
B.S., Old Dominion University, Norfolk,
Virginia, 2010; M.B.A., American
Intercontinental University, Hoffman Estates,
Illinois, 2012.
Central Christian College, 2012-

Beavers, Gerald, M.S. – Criminal Justice
B.S. University of Louisville, 1976; M.S.,
University of Louisville, 1985.
Central Christian College, 2012-

Berry, Paul, M.A. – Ministry
B.A. California State University, Long Beach
California, 1967; M.A., California State
University, Long Beach, California, 1972.
Central Christian College, 2012-

**Book-Satterlee, Kevin, M.A., M.L. Facilitator:
Leadership, Theology, Biblical Studies,
Missionary**
B.A., Azusa Pacific University, 2003, M.A.,
George Fox Evangelical Seminary, 2010.
Central Christian College, 2012-

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, 2004.
Central Christian College, 2012-

Boyd, George, Jr., Ph.D. – Ministry
M.Div., Asbury Theological Seminary,
Wilmore, Kentucky, 1997; Ph.D., London
School of Theology, 2012
Central Christian College, 2012-

**Bridges, James, M.A. – Law Enforcement
and Victimology**
B.A. University of Saint Mary – Leavenworth,
Kansas, 1996; M.A., Washburn University,

Topeka, Kansas, 2010.
Central Christian College, 2012-

**Brown, David, D.W.S – Spiritual Formation,
Worship, Biblical Studies**
B.A., Johnson Bible College, Knoxville, TN,
2002, M. A., Hope International University,
Fullerton CA, 2003, D.W. S., Robert E. Webber
Institute for Worship Studies, Orange Park,
Florida, 2007.
Central Christian College 2012-

**Brown, Hubert L., Ph.D. – Facilitator
Group Dynamics, Communications, Strategic
Planning, Sociology, Ethics**
B.A., Goshen College, Goshen, Indiana 1971;
M.S., Indiana University, Bloomington,
Indiana 1975; Ph.D., California Graduate
School of Theology, Glendale, California 1988.
Central Christian College, 2003-

Bubb, Larry, M.Div. – Ministry, Theology
M.Div., Southern Theological Seminary, 1980
Central Christian College, 2012-

**Bump, Brendon, M.A. -- Fitness and
Wellness, Nutrition**
B.B., Marshall University, 2007; Ed.M.A.,
Frostburg State University, 2010.
Central Christian College 2012-

**Caskey, Mindi, M.B.A – Statistics in Criminal
Justice**
B.B.A Washburn University, Topeka, KS, 2001;
B.A. Washburn University, Topeka, KS, 2009;
M.B.A Washburn University, Topeka, KS,
2005.
Central Christian College, 2012-

Claassen, Danielle, M.A. – Healthcare
B.S., Central Christian College of Kansas,
McPherson, KS 2007; M.A., Wichita State
University, 2010
Central Christian College, 2012-

**Claassen Thrush, Alan, M.Div. – Biblical
Literature**
B.A., Messiah College, 2002, Grantham, PA;
M.Div., Fuller Theological Seminary,
Pasadena, CA, 2006;
Central Christian College, 2012-

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

Eis, Danette, M.S. – Bible
B.S., Kansas State University, Manhattan,
Kansas, 1978; M.S., Emporia State University,
Emporia, KS, 1999.
Central Christian College, 2012-

Epp, Rose, M.L.S. – Assistant Registrar
B.S., Central Christian College of Kansas,
2009; M.L.S., Emporia State University, 2011.
Central Christian College, 2012-

Farris, Jr., Ray, J.D.— Criminal Justice
B.S., Tennessee Technological University,
1987; D. J., Nashville School of Law, 2000;
Supreme Court of Tennessee, 2000.
Central Christian College, 2011-

Faust, Paul, M.A. – English, Biblical Studies
B.S., Liberty University, 2004; M.A. Liberty
University, 2011.
Central Christian College, 2012-

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

Forbes, Jerree, Ed.D., – Healthcare
A.A., Hutchinson Community College,
Hutchinson, Kansas, 1981, 1983; E.M.S.,
Barton County Community College, Great
Bend, Kansas, 1985; B.S.B., Friends University,
Wichita, Kansas, 1988; M.A., Friends
University, Wichita, Kansas, Fort Lauderdale-
Davie, Florida, 1990; Ed.D., Nova
Southeastern University, 2006.
Central Christian College, 2012-

Fraizer, James, Ph.D., -- Bible, Social Science
B.A., Covenant Foundation College,
Greenfield, Indiana, 1984; M.A. Trevecca
Nazarene University, Nashville, Tennessee,
1989; M.A., M.Div., Asbury Theological
Seminary, Wilmore, Kentucky, 1996; Ph.D.,
The University of Manchester, 2011.
Central Christian College, 2012-

Frankenfeld, Angelia, M.A. – Statistics
B.A., Spring Arbor University, Spring Arbor,
Michigan 1993; M.A., Spring Arbor University,
Spring Arbor, Michigan 1998.
Central Christian College, 2011-

**Fuller, Roger D., D.M. – 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
A.A., Lee College, Baytown, Texas, 1984; B.A.,
University of Houston-Clear Lake, Houston,
Texas, 1986; M.Ed., Stephen F. Austin State
University, Nacogdoches, Texas, 1995; Ed.D.,
University of Houston, Houston, Texas, 2005.
Central Christian College, 2012-

- Gipson, Brett, J.D. — Criminal Justice**
B.S., Middle Tennessee State University, 1995; J.D., Nashville School of Law, 2004
Central Christian College, 2012-
- Grossman, Greg, D.B.A. -- Human Resource Management, Leadership Development, Applied Statistics, Strategic Management**
B.B.A., Campbell University, Buies Creek, NC, 1997; M.B.A., Cameron University, Lawton, OK, 2001; D.B.A., Northcentral University, Prescott, AZ.
Central Christian College, 2012-
- Haggerty, Sarah, M.Ed. -- Intro to Information Processing**
B.S., Sterling College, Sterling, KS, 1984; M.Ed. Kansas State University, Manhattan, KS, 1994.
Central Christian College, 2010-
- Halbmaier, Sarah, M.L.S. – Criminological Theory**
B.S., Central Christian College, McPherson, KS, 2007; M.L.S. Fort Hays State University, Hays, Kansas, 2011.
Central Christian College, 2012-
- Hamilton, Kristien, M.A. – Healthcare**
A.S., John A. Logan College, Carterville, Illinois, 1998; B.S.B., University of Phoenix, Phoenix, Arizona, 2004; M.Ed., University of Phoenix, 2011.
Central Christian College, 2012-
- 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-
- Negitch (Haydt), Jennifer, M.A. – Business and Social Science**
B.S., Embry-Riddle Aeronautical University, Daytona Beach, Florida, 2009; M.A., Shorter University, Rome, Georgia, 2012.
Central Christian College, 2012-
- Hendricks, J. Kade, M.P.A. — Criminal Justice**
A.A., Utah Valley University, Orem, UT, 2005; B.S., Southern Utah University, Cedar City, UT, 2007; M.P.A., Southern Utah University, Cedar City, UT, 2008
Central Christian College, 2012-
- Hoodman, Kyle, M.Ed. — Facilitator English Composition**
A.A., Orange Coast College, 2002; B.A. California State University, Long Beach, CA, 2004; M.Ed., Biola University, La Mirada, CA, 2010
Central Christian College, 2011-
- Hoxie, Aaron, M.S. – Life and Learning**
B.S., Philadelphia Biblical University, Langhorne, Pennsylvania, 2003; M.S., Liberty University, Lynchburg, Virginia, 2012.
Central Christian College, 2012-
- Hoxie, Hal V., M.S. – Statistics**
B.S., Eastern Oregon State College, LaGrande, Oregon, 1982; M.S. University of Northern Colorado, Greeley, Colorado, 1994; Air Command and Staff College, Maxwell Air Force Base, Montgomery, Alabama, 1995; M.S. Marine Corps War College, Quantico, Virginia, 2005.
Central Christian College, 2010-
- Jackson, Robin, Ph.D. – Science, Mathematics**
B.A., Bethel College, North Newton, Kansas, 1975; M.S., Emporia State University, Emporia, KS, 2002; Ph.D., Newburgh Theological Seminary, Newburgh, Indiana, 2011.
Central Christian College, 2001-
- Jones, Gary, M.S. – Ministry**
B.A., Friends Bible College, Haviland, Kansas, 1981; M.S., Indiana Wesleyan University, Marion, Indiana, 2007.
Central Christian College, 2012-
- Jones, Mike, M.A. and M.S. – Criminal Justice**
B. S., Bellevue University, Bellevue, NE, 1998; M.A. and M.S., Bellevue University, NE., 2002; Graduate of the Northwestern University Police Staff and Command School 1997.
Central Christian College, 2012-
- Jones, Russell, M.Div. — Biblical Studies**
B.S., University of Missouri, Columbia, MO, 1982; M.Div., Saint Paul School of Theology, Kansas City, MO, 1990.
Central Christian College, 2011-
- Josephs, Damion, M.B.A. – 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, CA, 1996; B.A., Biola University, La Mirada, CA, 1999; M.F.T., Hope International University, 2009.
Central Christian College, 2011-
- Kroeker, Dean, Ed.D. – Group Dynamics, Organizational Behavior, Leadership, Research & Statistics**
B.S., Biola University, La Mirada, California 1993; M.A., National University, La Jolla, California 1998; Ed. D., Pepperdine University, Malibu, California 2004.
Central Christian College, 2007-
- Landis, David R., M.Ed. – Leadership**
B.A., Lafayette College, Easton, Pennsylvania 1962; M. Ed., Western State College, Gunnison, Colorado 1984.
Central Christian College, 2007-
- Leatherman, Jodi, M.B.A. – Sociology**
A.A., Highland Community College, Highland, KS, 1999; B.A., Baker University, Baldwin, KS, 2001; M.B.A., Northwest Missouri State University, Maryville, MO, 2005.
Central Christian College, 2011-
- Lorenz, 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-
- 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-
- Martin, Richard, M.B.A. – Business**
B.S.B., Central Christian College, McPherson, KS, 2008; M.B.A., Kansas Wesleyan University, Salina, Kansas, 2012.
Central Christian College, 2010-
- McHenry, Christin C., M.A. – Social Problems**
B.A., University of California, Los Angeles, California 1996; M.A., Graduate Institute of Applied Linguistics, Dallas, Texas 2003.
Central Christian College, 2011-
- McMannis, Annie, MHRD – Principles of Management**
A.A., Hutchinson Community College, Hutchinson, Kansas, 2000; B.S., Friends University, Wichita, Kansas, 2001; M.H.R.D., Friends University, Wichita, Kansas, 2003.
Central Christian College, 2012-
- Nelson, Mary, M.S. – Criminal Justice**
B.S., Fort Hays State University, Hays, KS, 1979; M.S. Eastern Kentucky University, Richmond, KY., 1982; M.S. Wichita State University, Wichita, KS., 1995.
Central Christian College, 2012-
- Neufeld, Jeff, M.A. – Ministry**
A.A., Central Christian College of Kansas, McPherson, Kansas, 1998; B.S.M., Central Christian College of Kansas, McPherson, Kansas, 2009; M.A., Liberty University, Lynchburg, Virginia, 2012.
Central Christian College, 2012-
- Nitsch, Richard, Ph.D. — Criminal Justice**
B.S., Emporia State University, Emporia, KS, 1976; M.A., Kansas State University, Manhattan, KS, 1988; Ph.D., Arizona State University, Tempe, AZ, 1999
Central Christian College, 2012-
- Ouren, Cole D., M.E. – Sports Science**
B.S., Central Christian College of Kansas, McPherson, Kansas, 2008; M.E. Northcentral University, Prescott Arizona, 2011.
Central Christian College, 2009 -
- Page, David, J.D. – Criminal Justice**
A.S., College of the Desert, Palm Desert, CA, 1994; B.S., Friends University, Wichita, KS,

1997; J.D. Washburn University, Topeka, KS, 2000.

Central Christian College, 2012-

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-

Peters, Charles L., M.Div. – Pastoral Counseling

B.A., Greenville College, Greenville, Illinois 1979; M.Div., Western Evangelical Seminary, Portland, Oregon 1981.

Central Christian College, 2008-

Points, Dave, M.A. – Crisis Management

B.S., University of Nebraska, Omaha, NE, 1976; M.A. University of Nebraska, Omaha, NE, 1982.

Central Christian College, 2012-

Rardon, Janell, M.A. – Psychology, English

B.A., James Madison University, Harrisonburg, VA, 1981; M.A., Liberty University, Lynchburg, VA, 2012.

Central Christian College, 2011-

Reid, Thomas, Ph.D. – Biblical Literature

B.A., Houghton College, Houghton, New York, 1987; M.Div., Asbury Theological Seminary, Wilmore, Kentucky, 1991; Ph.D., Asbury Theological Seminary, Wilmore, Kentucky, 2005.

Central Christian College, 2012-

Reimer, Dwight, D.M. – Government, Statistics

B.S., Colorado State College, Greeley, Colorado, 1971; M.B.A., University of Colorado, 1981; D.M., University of Phoenix, 2006.

Central Christian College, 2012-

Robertson, Tim, M.Div. – Adult Development and Life Assessment

B.A., Biola University, La Mirada, CA, 1974; M.Div., Denver Seminary, Denver, CO, 1977

Central Christian College, 2011-

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-

Shugart, Suzanne, M.Div. – Ministry & Theology

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

Central Christian College, 2010-

Sidorvich, Rebecca, M.A. – Social Science

B.A., Biola University, La Mirada, California, 1977; M.A., Pepperdine University, Malibu, California, 1989.

Central Christian College, 2012-

Smedley, Ron, M.S. – Leadership, Organizational Management

B.A., Biola University, La Mirada, CA, 1979; M.S., California State University, Long Beach, CA, 1981.

Central Christian College, 2012-

Smidderks, Dean H., M.Div. – Old Testament Literature

B.A., Seattle Pacific University, Seattle, Washington 1956; M.Div., Asbury Theological Seminary, Wilmore, Kentucky 1959.

Central Christian College, 2004-

Smith, Kenneth, M.B.A. – Criminal Justice

B.S., Park University, 2006; M.B.A., Benedictine College, 2007; FBI/LEEDA, 2007; FBINA, 2008.

Central Christian College, 2012-

Sowers, Alvin L., M.S. – Community Corrections

A.A., Barton County Community College,

Great Bend, KS, 1983; B.S., Friends University, Wichita, KS, 2000; M.S., Friends University, Wichita, KS, 2009.

Central Christian College, 2012-

Thomas, Reid, D.Min. – Theology, Biblical Studies, Church Administration

B.A., Houghton College, 1987; M.Div., Asbury Theological Seminary, Wilmore, Kentucky, 1991; D.Min., Asbury Theological Seminary, Wilmore, Kentucky, 2005.

Central Christian College, 2012-

Vallier, Daniel, M.A. – Christian Counseling, Leadership and Administration

B.A., Toccoa Falls College, Toccoa Falls, Georgia, 1981; M.A., Logos Christian College & Graduate School, 2005.

Central Christian College, 2012-

Voth, Amanda, J.D. – Criminal Justice

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

Central Christian College, 2012-

Walker, Richard, J.D. – Ethics in Criminal Justice, Criminal Procedure

B.A., Bethel College, North Newton, KS, 1970; J.D., University of Kansas School of Law, 1973.

Central Christian College, 2012-

Wallace, Sean, M.A. – Statistics in Criminal Justice, Introduction to Law Enforcement

B.A., Wichita State University, Wichita, KS, 1998; M.A.; Wichita State University, Wichita, KS, 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-

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-

STAFF

Adams, Betsy — Nurse
Central Christian College, 2006-

Alexander, Jerry — HLC Accreditation
Consultant
Central Christian College, 2011-

Allen, Cindy — Teacher Education
Coordinator
Central Christian College, 2005-

Barreiro, Enrique — Men's Soccer Assistant
Central Christian College, 2012-

Bayless, Steve — Director of Criminal Justice
Recruiting
Central Christian College, 2011-

Beatty, Kristen — Online Operations Manager
Central Christian College, 2012-

Blanchard, Kellory — Cheerleading Coach
Central Christian College, 2012-

Brandt, Rachel — Archives Assistant
Central Christian College, 2012

Brown, Jeremy — Fleet Manager
Central Christian College, 2001-

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

Burgeson, Jerilyn — Archives Assistant
Central Christian College, 2011-2012(fall)

Burrill, Amy — Resident Director
Central Christian College, 2008-

Carver, Nichole — Financial Aid Counselor
(SPE)
Central Christian College, 2012-

Case, Jackie — Ministry and Theology
Community Relations Facilitator
Central Christian College, 2011-

Clark, Stephanie — Admissions Counselor
Central Christian College, 2012-

Collins, Louis — Admissions Counselor, Men's
Basketball Assistant
Central Christian College, 2008-

Cooney, Viola — Food Service
Central Christian College, 2010-

Cumpston, Zac — Golf Coach
Central Christian College, 2011-

Cunningham, Justin — Head Baseball Coach
Central Christian College, 2012-

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

Epp, Rose — Assistant Registrar (SPE)
Central Christian College, 2012-

Esping, Gretchen — Dual Credit Program
Director, Institutional Research Officer
Central Christian College, 2011-

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

Fees, Rusty — Criminal Justice Recruiter
Central Christian College, 2011-

Ferrell, John — Archive Volunteer
Central Christian College, 1956-1993, 1993-

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

Gillette, Vicki — Food Service
Central Christian College, 1983-

Hawkins, Calvin — Planned Giving Officer
Central Christian College, 1967-80, 1996-

Hoxie, Aaron — Men's Soccer Coach
Central Christian College, 2011-

Jeffery, Dave — Chief Development Officer
Central Christian College, 2012-

Jennings, Dawn — Operations Officer Specialist
(SPE)
Central Christian College, 2012-

Jose, Mike — Systems and Network Engineer
Central Christian College, 2011-

Kasiska, Lanita — Executive Assistant to the
President, International Student Coordinator
Central Christian College, 2004-

Kerr, Chad — Athletic Director, Head Softball
Coach
Central Christian College, 2011-

Kirby, Larry — Maintenance
Central Christian College, 2010-

Kroeker, Cheyenne — Instructional Designer,
Technologist
Central Christian College, 2012-

Ladner, Valarie — Criminal Justice Recruiter
Central Christian College, 2012-

Lancaster, Robert — Women's Basketball
Coach
Central Christian College, 2011-

Mart, Justin — Men's Basketball Assistant
Central Christian College, 2011-

Martin, Michelle — Admissions Counselor
Central Christian College, 2011-

Martin, Richard — Development Officer
Central Christian College, 2008-

Masar, Patrick — Director of Admissions
Central Christian College, 2012-

Mayse, Missy — Student Development Office
Manager
Central Christian College, 1997-

Mehler, Martha — Facilities Management
Central Christian College, 2009-

Metz, Maggie — Admissions Counselor
Central Christian College, 2012-

Metz, Micah — Resident Director
Central Christian College, 2011-

Minner, Dennis — Maintenance, Volunteer
Central Christian College, 1991-

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

Morales, Neva — Assistant Director of
Financial Aid, Women's Soccer Assistant
Coach
Central Christian College, 2008-

Mortimer, Covance — Head Volleyball Coach
Central Christian College, 2012-

Mourn, Justin — Director of Spiritual
Formation & Experiential Learning
Central Christian College, 2011-

Nelson, Carol — Webpage
Central Christian College, 2009-

Nelson, Carolyn — Development Assistant
Central Christian College, 1997-

Nelson, Jeremy — Sports Information
Director, Tennis Coach
Central Christian College, 2007-

Ngetch, Jennifer — Head Cross Country Coach
Central Christian College, 2012-

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

Peters, Charles — Maintenance
Central Christian College, 2006-

Peters, Colleen — Admissions Office Manager
Central Christian College, 1994-

Pulscher, Aaron — Assistant Director of
Facilities
Central Christian College, 2005-

Reeves, Jacob — Grounds Supervisor
Central Christian College, 2010-

Reimer, Jill — Food Service
Central Christian College, 1997-2000, 2006-

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

Rice, Brad — Criminal Justice Recruiter
Central Christian College, 2012-

Rivera, Renee — Enrollment Specialist (SPE)
Central Christian College, 2011-

Rogers, Cole — Criminal Justice Recruiter
Central Christian College, 2012-

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

Romero, Tony — Resident Director, Head
Men's Basketball Coach
Central Christian College, 2007-

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

Rouse, Pauletta — Food Service
Central Christian College, 2001-

Schimke, Beth — Admissions Counselor
Central Christian College, 2010-2012 (fall)

Seirer, Scott — Development Officer
Central Christian College, 2012-

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

Shaw, Dennis — Criminal Justice Recruiter
Central Christian College, 2011-

Sides, Kim — Development Assistant
Central Christian College, 2006-

Sparks, Jamie — Resident Director
Central Christian College, 2009-

Steers, John — Food Service Director, BSC
Supervisor
Central Christian College, 2000-

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

Watkins, Mike — Criminal Justice Recruiter
Central Christian College, 2012-

Whitehouse, Heath — Faculty Athletic
Representative
Central Christian College, 2012-

BOARD OF TRUSTEES

TRUSTEE NAME	TERM EXPIRATION
Mrs. Susan Agel	2013
Mr. Tony Allison	2014
Dr. Gary Anderson	2015
Mrs. Phyllis Atkinson	Emeritus
Rev. Bill Bump	2013
Dr. Robert Burns	2014
Mr. Daniel Claassen	2015
Mr. Dan Covington	2013
Mr. Lee Craven	Emeritus
Mr. Larry Daskocil	Emeritus
Dr. Merrill Douglass	Emeritus
Mr. Edwin Fullmer	Emeritus
Mrs. Carolyn Gaughan	2013
Mr. Bob Green	2014
Dr. Claude E. Griffith	Emeritus
Dr. Robert Hughes	Emeritus
Dr. Frank Kline	2015
Dr. Harvey Ludwick	2012
Rev. Thomas Mayse	2012
Dr. Barry McKeown	2013
Mr. Galen Myers	2014
Dr. Mary Oehlert	Emeritus
Mr. Robert Rue	Emeritus
Mr. Don Scandrett	Emeritus
Mr. David Schimke	2014
Mr. Clinton Sides	2014
Mr. Dwayne Smith	2015
Dr. Charles Stephens	Emeritus
Mr. Herald Walton	Emeritus

RESIDENTIAL ACADEMIC CALENDAR 2012-2013

FALL—2012

August 20-21 (Mon-Tues)	Faculty/Staff Workshop
August 22-24 (Wed-Fri)	Faculty Office Days
August 25 (Sat)	Freshman/New Student Orientation & Registration (Office Day)
August 27 (Mon)	Returning Student Registration
August 27 (Mon)	Servant Leader Day
August 27 (Mon-6:30 pm)	Fall Courses Begin
September 6 (Thurs-5:00 pm)	Direct Study/Practicum/Internship applications due
September 6 (Thurs-midnight)	Last day to change course or add new course for credit (no refunds later)
September 12 (Wed)	All-School Picnic (no classes)
September 23 (Sun-midnight)	Last day to drop Term 1 course without grade
October 19 (Fri)	Mid-Semester
October 19-21 (Fri-Sun)	Family Homecoming Weekend
October 22 (Mon)	Term 2 begins
October 25-26 (Thurs & Fri).....	Fall Break (no classes)
October 25 (Thurs-midnight).....	Last day to add Term 2 classes (no refunds later)
October 28 (Sun-midnight).....	Last day to drop semester course without grade
Nov 1-20	Portal Registration Open - Nov 1-3 (Juniors & Seniors); Nov 4 (All Students)
Nov 6 (Tues).....	Advisor/Advisee Convocation
Nov 7 (Wed).....	Registration & Assessment Day (no classes) [Faculty Office Day]
November 14 (Wed-midnight)	Last day to drop 2nd Term course without grade
November 21 (Wed-7:30 am).....	Thanksgiving vacation begins (Staff ½ day)
November 26 (Mon-7:30 am).....	Classes resume
December 10 (Mon)	Reading Day (no classes) [Faculty Office Day]
December 10-13 (Mon evening-Thurs)	Final Examinations
December 17 (Mon)	Grades Due (Noon) [Faculty Office Day]
December 24-January 1.....	Offices closed

INTERTERM—2013

January 2 (Wed).....	Registration/Office Day – New Student Orientation (2:00 pm)
January 3 (Thurs-8:30 am)	CCC classes begin
January 3 (Thurs-midnight).....	Last day to add/drop Term 1 classes without grade
January 5 (Sat-midnight).....	Last day to change course or add new course for 4.0 credits
January 11 (Fri-midnight).....	Last day to drop 4.0 course without grade
January 15 (Tues).....	Term 1 ends 10:00 am; Term 2 begins 10:30 am
January 15 (Tues-midnight)	Last day to add/drop Term 2 classes without grade
January 16 (Wed).....	Term 1 Grades Due (5:00 pm)
January 25 (Fri)	Last day of Interterm courses
Jan 28 (Mon)	Grades Due (5:00 pm) [Faculty Office Day]

SPRING—2013

Jan 28 (Mon)	Office Day (New Student Registration-Orientation 2:00 pm)
Jan 28 (Mon – 6:30 pm).....	Spring Courses Begin
February 7 (Thurs-5:00 pm).....	Direct Study/Practicum/Internship applications due
February 7 (Thurs-midnight).....	Last day to change course or add new course for credit (no refunds later)
Feb 24 (Sun-midnight)	Last day to drop Term 1 course without grade
March 14 (Thurs)	Mid-semester
March 15 (Fri)	Term 2 classes begin
March 15 (Fri-4:00 pm).....	Spring Break begins
March 18 (Mon-midnight)	Last day to add Term 2 class for credit (no refunds later)
March 25 (Mon-7:30 am)	Classes resume
March 29 (Fri)	Good Friday (no classes)
March 31 (Sun-midnight).....	Last day to drop a semester course without grade
April 1-30	Portal Registration Open - April 1-3 (Juniors & Seniors); April 4 (All Students)
April 7(Sun-midnight)	Last day to drop 2nd Term course without grade (no refunds later)
April 9 (Tues).....	Advisor/Advisee Convocation
April 10 (Wed).....	Registration & Assessment Day (no classes) [Faculty Office Day]
May 10 (Fri).....	All Schools Day (no classes)
May 13 (Mon)	Reading Day (no classes) [Faculty Office Day]
May 13-16 (Mon evening-Thurs)	Final Examinations
May 17 (Fri).....	Baccalaureate and Honors Night
May 18 (Sat-2:30 pm)	Commencement
May 20-21 (Mon-Tues)	Faculty Office Days
May 20 (Mon)	Grades Due (Noon)
May 21 (Tues)	Faculty Annual Assessments Due (5:00 pm)