

**CENTRAL CHRISTIAN COLLEGE OF KANSAS**  
**2021-2022 CATALOG ADDENDUM**  
**FEBRUARY 10, 2022**

# GRADUATE ADMISSIONS

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## Graduate Admissions Requirements

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

## Graduate Admissions Process

- Complete the application for graduate admission. Submit the \$100 fee to the Admissions Office.
- Submit an official transcript from post-secondary institution student graduated from. Transcripts are "official" only when being sent directly to Central Christian College of Kansas from the degree granting institution. Transcripts sent to students are

considered "unofficial". Previous CCKK undergraduate students are not required to request an official CCKK transcript.

- Submit the statement of purpose.
- Submit an upper-level writing sample (APA and MLA style are acceptable).
- Submit a one-page professional resume highlighting professional experience.
- One letter of recommendation.

Graduate applicants will receive a contact from the graduate program director and office of admissions.

## International Students

- International students can be approved to extend their F1 under our blended program.
- They will need to be accepted into the master program to be able to apply for the extension/transfer.
- The extension/transfer will be under the graduate program. (Move to admissions)
- TOEFL requirements (best practices suggest a minimum of 80)

# GRADUATE PROGRAM INFORMATION

## Course Load

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

School of Graduate programs operate on a semester system, with four courses (modules) associated with each semester. Courses are in an accelerated format and taken one at a time. Course dates occur all through the year and semester dates are based on each graduate student's individual schedule. There are two 2-week breaks for Christmas and summer. The graduate student with many demands and requirements will need the support and encouragement of family and employer.

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

## Graduate Course Load

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

## Course Designations

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

## Attendance

**Monitoring Attendance (SGS- Online)** Due to the concentrated scheduling in the School of Graduate Studies and the emphasis upon participatory learning, class participation is mandatory for graduate studies. Absence due to illness or other emergency situations must be made up through activities required by the facilitator in that module. It is the student's responsibility to contact the facilitator in advance of any anticipated absences to discuss missed class content. It is also the student's responsibility to contact the facilitator following unanticipated absences.

The facilitator determines make-up assignments for all absences. It is expected that make-up arrangements will be equivalent to four hours of class time. For purposes of Federal, Title IV, student financial assistance, the U.S. Department of Education requires the College to be able to demonstrate that federal aid recipients established eligibility for federal aid by participating in academic related activities for all enrolled course work. Academically related activities include, but are not limited to —

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

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

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

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. The College must demonstrate that the student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question. Positive attendance during the last two weeks of the course will be considered as having completed the entire course for financial aid purposes. Any student not participating within the first seven days of a course will be considered a No Show and withdrawn from the course, which may result in withdrawal from the College. Non-participation exceeding 14 days at any point in any course will cause the student to be withdrawn. If long term medical, family or employment concerns develop, the adult learner needs to contact the School of Graduate Studies immediately. The Program Director will assist the adult learner in addressing matters related to the program both academically and financially.

## SGS Late Work Policy:

Due to the pace of the graduate courses associated with the School of Graduate Studies, late assignments are not

accepted. Any late work is up to the discretion of the instructor. 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. Any conflict associated with the work policy can be directed to the SGS Division Chair.

The School of Graduate Studies Culture focuses on the graduate student development and integration into different aspect of growth. The graduate programs are blended or online in nature which means that the graduate student has a certain level of synchronous and asynchronous attendance. The graduate culture expands into the scholarly, and research stage in which practical and experiential components become a valuable part of the culture and the student's growth. Attendance to those seminars is mandatory in nature. As part of an online/blended program, online students can attend the live session remotely but highly encouraged to attend the live sessions on campus if distance permits. Students that chose the residential path, must attend the live sessions in person.

### Grading System

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

A	94.0-100
A-	92.0-93.9
B+	90.0-91.9
B	86.0-89.9
B-	84.0-85.9
C+	82.0-83.9
C	78.0-81.9
C-	76.0-77.9
D+	74.0-75.9
D	70.0-73.9
D-	68.0-69.9
F	67.9 and below

### Satisfactory Academic Process

Satisfactory Academic Progress consists of two measures.

1. Qualitative Measure = Cumulative Grade Point Average = 3.0 GPA, maximum of 6 credits with grade of C-
2. Quantitative Measure = Pace = receiving credit for 75% of attempted credits

Progress will be evaluated at the end of each semester. Students who are failing to meet either the GPA or Pace measurement at the end of a semester are placed on Warning for the following semester of enrollment. Failure to meet either measurement in a second consecutive

semester will result in Suspension. Students who are suspended have the opportunity to appeal.

### Appealing Academic Suspension

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

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

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

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

### Appeal Documents

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

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

- Medical (personal or family illness): Signed document outlining the timeframe of illness, relationship to person with illness (if applicable),

medical documents (intake form, insurance claim, bill, doctors note), letter from doctor

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

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

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

## Classification of Students

Graduate standing is determined and classified upon enrollment in a Central Christian College of Kansas graduate program, after having previously earned a BA or BS from an approved, regionally accredited institution. Graduation Honors

- Honors: Cumulative grade point average of 3.800-3.999
- High Honors: Cumulative grade point average of 4.000

Graduate students graduating with a 4.000 grade point average will be granted “high honors.” Graduate students graduating with a grade point average of 3.800-3.999 will be granted “honors.” An appropriate notation of honors will be posted to the student’s transcript.

## Graduate Graduation Requirements

All candidates for the master-level degree must meet the following requirements:

- Candidates must complete the online Declaration of Degree Candidacy form to declare their intent to graduate, according to the following schedule. Students intending to graduate at the completion of any term must declare by the end of the preceding term.
- Candidates must have fulfilled all degree program requirements and must have attained a minimum grade point average of 3.0, earning no more than 6 graduate hours of “C-”, and no graduate hours of “D” or “F”.
- A minimum of 36 graduate credit hours.
- Candidates must be recommended by the Faculty and approved by the President.

## Course Descriptions

**1. The Synergy of Leadership LD-MG 500 [3]:** Focusing on the interplay between followership, leadership, and mission, students will gain preliminary insights into elements of strategic cohesiveness. In addition, through personal assessment, reflection, and coaching, students will gain insight into personality, governance style, and behavioral patterns in an effort to develop skills and complement areas of weaknesses. This course must be completed before taking any other MSSL course.

**2. Strategic Leading and Identity LD-MG 501 [3]:**

Emphasizes identity issues that are critical to understanding individual and collective processes in organizational life in relation to strategic leadership management.

**3. Strategic Planning LD-MG 502 [3]:** In this applied course, students are challenged to critically engage the processes and tools used in strategic planning. Course topics include engagement, visions, mission, outcomes, monitoring, and execution.

**4. Change, Innovation, & Transformation LD-MG 503 [3]:** In an effort to develop a working model for organizational innovation, students will critically engage change models. Case studies provide a basis through which students will demonstrate problem solving and ethical decision-making skills.

**5. Organizational Ecology and Assessment LD-OR 500 [3]:** Relying on the field of Industrial Psychology, students will explore techniques used to collect, analyze, and interpret quantitative and qualitative data, with an emphasis on using data to inform the decision-making process.

**6. Character Based Leadership LD-MG 504 [3]:** This course immerses the students in both the philosophical and practical realities of ethical leadership by emphasizing the development of an ethical and moral framework for both personal and organizational leadership. A number of ethical models are explored.

**7. Crises Management LD-MG 505 [3]:** Using a case approach, this course provides students with the opportunity to engage the crises life cycle. Topics include preparation, crises response, recovery, horizon scanning, assessment and remediation, communication, as well as other applicable topics.

**8. Power, Influence, and Diplomacy LD-OR 501 [3]:**

Students explore the means to identify and assess individual and organizational sources of power, influence, and control. In addition, the students will have opportunity to develop skills in negotiation, mediation, and diplomacy designed to leverage these sources of power, influence, and control leading to synergetic collaboration and cooperation.

**9. Budgets, Reports, and Planning LD-MG 506 [3]:** This course exposes the student to information and resources needed to help the modern leader to use financial data to make informed decisions. Topics include GAAP principles, budget development & management, reporting, dashboards, cost accounting, and other related themes.

**10. Interpersonal Management & Coaching LD-OR 502 [3]:**

This course expands on theory and practice of organizational behavior. This course will address various models of interpersonal behavior and challenge the student to develop skills designed to operationalize individual and organizational transformation. The course focuses on diagnosing barriers and implementing behavioral change to overcome obstacles while leveraging opportunities and strengths. Topics include brain plasticity, productivity, creativity, resilience, grit, motivation, as well as other behavior-based strategies for success.

**11. Issues in Strategic Management LD-MG 600 [3]:** This course focuses on the student's area of expertise that includes business management, criminal justice, healthcare administration, organizational leadership, and crises management. The course engages in both historical and contemporary exposés, students will examine the negative and positive application of strategic leadership. Through a balanced focus on theory and practice. The course includes a project that challenges students to analyze the impact of leadership on performance outcomes, providing the student with the opportunity to identify constructive models for future consideration and application in one of the areas of expertise.

**12. Strategic Leadership in Context (Capstone)**

**(Prerequisite LD-MG 600) LD-MG 601 [3]:** Serving as the capstone experience, this course challenges students to apply strategic thinking and theory models by assessing the strategic effectiveness of a living organization. The capstone project provides an opportunity for the students to put together concepts and theories learned throughout the program in a related area of expertise in business management, criminal justice, healthcare administration, organizational leadership, or crises management. The project includes an analysis a professional field and organization, including recommendations and guidance designed to assist the organization and its constituency in the implementation of strategic initiatives in the student's related area of expertise.

# MASTER OF SCIENCE IN STRATEGIC LEADERSHIP (ONLINE/BLENDED)

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## Graduate Division Purpose/Culture

The Graduate Division is committed to expanding the Christ-Centered education foundation and diversity of Central Christian College of Kansas' graduate student body and producing a unique environment where all graduate students have the tools, assets, and collegiate support they need to excel in academics and in life. The culture offers opportunities to explore and dive into scholarship research and practical aspects as it pertains to each related discipline.

## School of Graduate Studies Outcomes

- Mind: Understanding of the discipline content and approaches including historical and philosophical background, range of subject matter, accepted theories, methods, mechanism, and models.
- Soul: Continuing to develop abilities related to the discipline to include analyzing, synthesizing, and evaluating primary and secondary source material.
- Strength: Continuing to improve expertise related to the discipline's content including articulating critically and creatively through critical thinking.
- Heart: Values and norms related to the discipline that includes specific knowledge, ethical guidelines in the discipline, relating specific content to the Core Four, and Christian Centered Education outcomes.

## Degree Rationale

The Master of Science in Strategic Leadership focuses on both people and processes in strategy, leadership and team management, ensuring that the student has the skills needed to become an agent of informed change, rather than just a procedural manager. The student will focus on real-world issues within the context of their own field, pulling from both the expertise of others and their own experiences, skills, and abilities

## Master of Science in Strategic Leadership Program Outcomes

- Heart: Inspire collaboration and communication through principled application of leadership, demonstrating respect and dignity as an engineer of strategic change.
- Soul: Develop and articulate a personal leadership style guided by an ethical framework and principled practice.
- Mind: Apply critical thinking and analysis to effectively assess organization dynamics, fostering collaboration, innovation, and creativity to meet the needs and demands of the modern organization.
- Strength: Nurture confidence and develop a responsive leadership style, prepared to effectively engage individuals and the organization in transformative governance.

## Master of Science in Strategic Leadership Character Outcomes

- Mind: Comprehend and analyze identity issues that are critical to understanding individual and collective processes.
- Heart: Understand and apply the principles and foundations of leadership management and give organizational directions.
- Strength: Understand and apply theories of organizational identity, identity assessment, and their influence on leadership management.
- Soul: Know how to build internal partnerships with employees based on leadership management and identity.

# MASTER OF SCIENCE IN STRATEGIC LEADERSHIP

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2020, through June 30, 2021. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

## Core Courses

LD-MG 500	The Synergy of Leadership	3	_____
LD-MG 501	Strategic Leading and Identity	3	_____
LD-MG 502	Strategic Planning	3	_____
LD-MG 503	Change, Innovation, & Transformation	3	_____
LD-OR 500	Organizational Ecology and Assessment	3	_____
LD-MG 504	Character Based Leadership	3	_____
LD-MG 505	Crises Management	3	_____
LD-OR 501	Power, Influence, and Diplomacy	3	_____
LD-MG 506	Budgets, Reports, and Planning	3	_____
LD-OR 502	Interpersonal Management & Coaching	3	_____
LD-MG 600	Issues in Strategic Management	3	_____
LD-MG 601	Strategic Leadership in Context	3	_____