



Cincinnati Christian University Catalog

2018–2019

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513-244-8100

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About CCU

Our Heritage & History

Cincinnati Christian University began nearly a century ago. On September 23, 1924, two institutions—McGarvey Bible College in Louisville, Kentucky, and Cincinnati Bible Institute in Cincinnati, Ohio—merged to form The Cincinnati Bible Seminary (CBS).

CCU has offered both undergraduate and graduate studies since its inception in 1924. In 1987, the corporate name of the institution was changed to Cincinnati Bible College & Seminary. In 2004, the corporate name became Cincinnati Christian University. Today CCU's academics are governed by the Foster School of Biblical Studies, Arts & Sciences; Russell School of Ministry; School of Education & Behavioral Sciences; and School of Business.

According to our founding charter, the purpose of CBS was “to prepare men and women for Christian service.” At that time, the university's founders wanted to meet the pressing leadership needs of independent local churches that were associated with the Restoration Movement fellowship and they wanted to provide students with an education that was well-grounded in the Word of God.

Throughout its generations of service, Cincinnati Christian University has sought to provide “scholarship in an atmosphere of faith”—educating men and women to understand the Scriptures and minister in the name of Jesus in the church and in the world. CCU has trained a high percentage of the ministers, missionaries and para-church leaders among the Restoration Movement churches and organizations, thousands of other church leaders, as well as individuals who serve the Lord faithfully in the public marketplace—in business, education, counseling, and other careers—and as volunteers in the church. The scope of CCU's influence is genuinely worldwide: CCU alumni have served in all fifty states and in at least seventy-one countries around the globe.

Since 1924, Cincinnati Christian University has been committed to:

- Communicating Biblical truth.
- Producing servant-leaders who love Jesus Christ and model excellence in church leadership, education, business, missions, counseling, preaching, music, pastoral care, and other areas of service.
- Applying the ideals of Biblical authority, Christian unity, and effective evangelism to the current culture with passion and relevance.

Our Mission & Vision

Mission: Cincinnati Christian University is committed to providing a Christ-centered, liberal arts education taught with a Christian worldview in students' chosen field of study.

Vision: CCU exists to educate men and women to live by Biblical principles and transformed lives, empowering them with character, skills, insight, and vision to advance the kingdom and impact society for Christ.

CCU's Core Values:

- FAITH rooted in Biblical authority
- INTEGRITY anchored in truth and Scripture
- ACADEMIC EXCELLENCE
- ROBUST COMMUNITY EXPERIENCE
- CULTURAL ENGAGEMENT through transformed lives

Accreditation and Memberships

Cincinnati Christian University is legally incorporated in the state of Ohio and is authorized by the Ohio Board of Higher Education to offer Associate, Bachelor, and Master degrees.

CCU holds the same regional accreditation (HLC) as the University of Cincinnati, the Ohio State University and Xavier University. Its education licensure program is accredited by Council for the Accreditation of Educator Preparation (CAEP), formerly Teacher Education Accreditation Council (TEAC), recognized by the US Department of Education for teacher licensure. The following accrediting statements provide required details of CCU's accrediting affiliations.

The Higher Learning Commission

<https://www.hlcommission.org/>

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

312-263-0456

- Accreditation since 1989.

- A regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education.
- HLC accredits CCU's Associates, Bachelors, and Masters degrees. The Master of Arts (Religion) (MAR) is approved to be offered at the Indianapolis site.

Council for the Accreditation of Educator Preparation

<http://caepnet.org/>

1140 19th Street NW, Suite 400

Washington DC 20036

202-223-0077

- A specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), the US Department of Education, and the Ohio Department of Education.
- CAEP accredits CCU's education programs which lead to teacher licensure. CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Council for Accreditation of Counseling and Related Educational Programs

<http://www.cacrep.org/>

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

703-535-5990

- CACREP accredits the Master of Arts in Counseling (MAC) degree in clinical mental health counseling.

The Master of Arts in Counseling (MAC) degree is also pre-approved as a qualifying degree for licensure as a professional counselor by the State of Ohio Counselor, Social Worker, and Marriage & Family Therapist Board.

All of CCU's accreditation associations are themselves accredited by the Council for Higher Education Accreditation (CHEA, One Dupont Circle NW, Suite 510, Washington DC, 20036, 202-955-6126). Recognition is the scrutiny and affirmation of the quality of regional, faith-related, career-related and programmatic accrediting organizations. CHEA is the only non-governmental higher education organization in the United States that undertakes this scrutiny. These associations and CCU's educational programs are recognized by the Department of Education.

Memberships

- GC3, Greater Cincinnati Collegiate Connection, formerly known as the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU).

This organization provides opportunities for participation in joint educational ventures and enhances relationships with academic peers. Students may cross-register at other GC3 schools in courses that are not offered at CCU, thus expanding their educational opportunities. The other members of the GC3 are the Art Academy of Cincinnati, Athenaeum of Ohio, Chatfield College, Cincinnati State Technical and Community College, Gateway Community & Technical College, God's Bible School & College, Good Samaritan College of Nursing and Health Sciences, Hebrew Union College-Jewish Institute of Religion, Miami University, Mount St. Joseph University, Northern Kentucky University, The Christ College of Nursing and Health Sciences, Thomas More College, Union Institute & University, University of Cincinnati, Wilmington College, and Xavier University.

- Ohio College Association and the Ohio Association of Private Colleges for Teacher Education (OAPCTE).

General Recognitions

The academic programs at CCU have been approved by the State approving agency for persons eligible under the laws administered by the Veterans Administration. The college is recognized by the Social Security Administration. CCU is also authorized under federal law to enroll non-immigrant alien students.

An undergraduate of Cincinnati Christian University will experience general acceptance by seminaries and graduate schools on the basis of the degree and personal qualifications. For some areas of graduate study, certain prerequisite courses may need to be taken.

Through the years, CCU students have enjoyed wide acceptance of their general education credits in other colleges and universities. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), indicates a general acceptance of CCU credits.

Campus Community

Cincinnati Christian University is a community in the pursuit of academic progress, personal development, and spiritual growth. Together the campus family seeks to honor Jesus Christ by

integrating faith and learning while our hearts and lives reflect the process of maturing in Christ. The CCU Campus Code of Conduct expresses the standards by which every member of our campus community is expected to live. These standards are listed in the Faculty and Student Handbooks, available online. The campus community of Undergraduate and Graduate students, full-time faculty, adjunct faculty, and administrative and support staff work together to make this mission a reality.

Non-Discrimination Policy

It is the policy of Cincinnati Christian University within the confines of its theological position and mission not to discriminate on the basis of race, color, national/ethnic origin, handicap, or sex in administration of its admission policies, education programs, scholarship and loan programs, employment practices, and other school-administered programs. Inquiries regarding Title IX of the 1972 Educational Amendments and section 504 of the Rehabilitation Act of 1973 may be directed to Ray Horton - Title IX Coordinator, Presidents Hall 2nd Floor, 2700 Glenway Avenue, Cincinnati, OH 45204 (513-244-8420), or to the Office for Civil Rights, Department of Health and Human Services, Washington, DC.

Catalog Disclaimer

The provisions of this catalog are not to be considered an irrevocable contract between the student and the University. The catalog attempts to present information regarding admission policies and procedures, programs, curriculum, graduation requirements, fees, etc. and the general rules and regulations of the University for the academic year 2018–2019 in an accurate and timely fashion. Changes in programs, requirements, regulations, etc., which are adopted through regular administrative procedures during the academic year will be published through normal institutional channels and included in a catalog supplement or in the next catalog. Changes enacted in this manner may supersede provisions of this catalog.

Catalog Limitations

CCU reserves the right to change or revoke unilaterally any part of this catalog at any time without notice. All students who maintain consistent enrollment will follow the guidelines of the catalog under which they were admitted to CCU. If a student interrupts his/her schooling for three consecutive semesters or more, he/she must apply for readmission and will be under the catalog in which he/she re-enters as a student. This also applies to those students who enroll in distance education classes.

Degree Offerings

Undergraduate Degrees Offered by School

Students can work towards one of the four-year Bachelor's or two-year Associate's degrees in a range of Arts and Professional disciplines, depending upon the career path they've chosen. Cincinnati Christian University is a collection of Schools and students pursue their degrees in the school that reflects their career interests.

Every undergraduate degree is designed with outcomes for CCU students to be able to:

1. Adeptly utilize modern research, writing, and technological tools.
2. Communicate effectively with Standard English in both oral and written forms.
3. Employ critical and creative thinking for problem solving, literary and socio-cultural analysis, intercultural understanding, and communication and research in the sciences and humanities.
4. Demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview.
5. Demonstrate a readiness for professional employment in their field of study.

Foster School of Biblical Studies, Arts & Sciences (Paul Friskney, Dean)

The Foster School of Biblical Studies, Arts & Sciences houses two academic departments: Biblical & Theological Studies and Arts & Sciences.

Bachelor's Degrees

BA in Biblical Studies

BA in Biblical Studies, Concentration in Public Theology

BA in English

BA in Humanities, Interpreter Training Program (*Cooperative Program with Cincinnati State*)

BA in Humanities with a Minor

Associate's Degrees

AA in Communication Arts

AA in Humanities

AA in Deaf Studies

Russell School of Ministry (Tom Thatcher, Dean)

Bachelor's Degrees

BA in Christian Ministry

- General Ministry
- Preaching & Congregational Ministry
- Youth & Children's Ministry

BS in Christian Ministry

- General Ministry
- Preaching & Congregational Ministry
- Youth & Children's Ministry

BS in Urban & Intercultural Studies

BS in Worship Leadership

School of Business (Aaron Burgess, Dean)

The School of Business offers degrees and concentrations to students to meet the demands of the contemporary business environment and to do so with a thoughtful Christian response to contemporary society.

Bachelor's Degrees

BS in Business Management

BS in Business Management

- Sports Management Concentration
- Accounting Concentration
- Marketing Concentration
- Entrepreneurship Concentration
- IT Management Concentration

BS in Organizational Leadership

School of Education & Behavioral Sciences (Sandra Beam, Dean)

The School of Education & Behavioral Sciences houses two academic departments: the Department of Education and the Department of Behavioral Sciences (undergraduate psychology and graduate-level Master of Arts in Counseling).

Bachelor's Degrees

BS in Psychology

BS in Psychology

- Concentration in Mental Health Counseling
- Concentration in Chemical Dependency Counseling

BA in Education, AYA Language Arts

BS in Education, Early Childhood Education

Cooperative Programs offered with Mount St. Joseph University:

BA in Humanities, AYA Integrated Social Studies (grades 7-12)

BA in Humanities, AYA Integrated Science (grades 7-12)

BA in Humanities, AYA Integrated Biology/Life Sciences (grades 7-12)

BA in Humanities, Middle Childhood Education

BA in Humanities, Special Education

BS in Education, Early Childhood Generalist Endorsement (4-6)

Associates Degrees

AA in Psychology

AA in Professional Child Care & Development

Minors

A Minor may be added to any undergraduate degree. A student adds a Minor by taking the courses listed in the Minor—see the list of courses for each minor in the Undergraduate Degree Minors – Course Requirements section.

- Business
- Communication Arts
- History
- Music & Worship
- Psychology
- Social & Cultural Studies
- Urban & Intercultural Studies
- Youth Ministry

Honors Program

Incoming traditional undergraduate students who are identified by their academic excellence, fascinating character, and significant potential are invited to participate in the CCU Honors Scholarship Program. The program provides exceptional people with a college experience that will enhance their intellectual and professional preparation.

Criteria for eligibility include:

1. Full-time enrollment in an eligible traditional four year Bachelor's program.
2. Completion of no more than one year (36 semester hours) of undergraduate credit at another regionally accredited university or through AP/dual credit coursework. For students who have completed no more than one semester (18 hours) of undergraduate credit at another accredited university, eligibility will be established on the basis of high school GPA and/or ACT/SAT scores, and college transcript.
3. Fulfill all normal admissions requirements for a CCU undergraduate program.
4. Meet the following minimum academic requirements:
 - a. 3.5 GPA (high school cumulative or first-year undergraduate) *and* 28 ACT/1310 SAT score; *or*
 - b. 3.9 GPA (high school cumulative or first-year undergraduate); *or*
 - c. 30 ACT/1415 SAT score.
5. Submission of an entrance essay and resume.
6. Participation in Honors Scholarship Program interview.

A limited number of new scholarships are awarded each year. Exceptions to the above requirements may be made on an individual basis by the faculty of the division hosting the student's major, in dialogue with the Director of the Honors Program and the Chief Academic Officer.

Complete information regarding continuing eligibility, structure, privileges, application process, and scholarship is available in the Bursar's Office/Enrollment Services.

CCU's Honors Program is limited to Traditional Undergraduate Degrees.

Graduate Degrees Offered by School

Foster School of Biblical Studies, Arts & Sciences (Paul Friskney, Dean)

Master of Arts in Religion (MAR), Theological Studies

Russell School of Ministry (Tom Thatcher, Dean)

Master of Arts in Religion (MAR), Leadership Studies

Master of Divinity (MDiv)

School of Education & Behavioral Sciences (Sandra Beam, Dean)

Master of Arts in Counseling (MAC)

- Certificate of Specialization in Christian Counseling
- Certificate of Specialization in Marriage and Family Counseling

Applying to CCU – Process and Deadlines

Expectations for Acceptance

Christian Life & Mission: Applicants to CCU must be willing to participate in the mission by engaging in CCU's Spiritual Development program, living according to ethical principles, and committing to growth in knowledge and faith.

Application Deadlines

Applications may be submitted up to one year prior to enrollment and should be submitted as early as possible in that window.

- Applicants who defer enrollment for more than two semesters after the term of acceptance will forfeit the admissions status and will be required to reapply.
- Financial Aid is not awarded until applicant is fully accepted.
- Students who do not enroll in courses for three or more consecutive semesters will be required to reapply to the University before enrolling in additional coursework.

Graduate – Master of Arts in Counseling (MAC)

- All required MAC application components must be completed and received by respective deadlines (February 1 for Fall; October 1 for Spring).
- The applicant must receive an invitation to the appropriate interview date, must accept the invitation, and attend said interview.
- A letter of acceptance must be received by accepted applicant.
- The accepted applicant must accept in writing the invitation of acceptance into the cohort.
- A course must be successfully completed in the designated semester of enrollment.

Undergraduate and Graduate Application Process

Every candidate for acceptance to CCU must complete the following requirements. Additional requirements must be fulfilled based on the candidate's status (see applicant categories below).

1. Complete and submit the [Application for Admission](#).
2. Submit a \$20 non-refundable application fee. Make all checks and money orders payable to Cincinnati Christian University.

3. Submit all official transcripts, including the most recently completed term that includes course work, grades, and class rank.
 - Undergraduates must submit a final official high school transcript upon graduation.
 - A GED certificate may be submitted in lieu of a high school diploma.
 - Transfer students: refer to requirements in Transferring Credit from Another College. High school transcripts are required unless 24 semester hours of college coursework have been completed.
 - Transcripts must be delivered in a sealed envelope and contain appropriate seals, markings, signatures, and date of issuance directly from the originating institution.
 - Official Transcripts must be submitted directly from the respective school or college to the Admissions Office via third party electronic vendor or mail/parcel service.
 - Submit official transcripts from every college where courses have been attempted, regardless of whether credit was earned.
4. Graduate degree applicants should submit a Spiritual Reference, completed by a minister or other spiritual leader, such as an elder or small group leader. The reference form cannot be completed by a family member. Completed forms should be returned to the Admissions Office.
5. Graduate degree applicants should also write and submit a 3-5 page, double-spaced history and goals essay reflecting:
 - Events, circumstances, and influences that brought the applicant to this point in life
 - A summary of the applicant's spiritual journey
 - Academic and career goals
 - How a graduate degree program will contribute to those goals
6. Undergraduate degree applicants should submit scores for every attempt of the SAT Reasoning Test or the ACT.

- Scores may be submitted by The College Entrance Examination Board (SAT) or The American College Testing Program (ACT) directly to CCU or via your high school transcript. Speak to your school's Guidance Counselor for more information about the respective test or contact the testing organization directly.

The College Entrance Examination Board (SAT)
PO Box 6200
Princeton, NJ 08541-6200
609-771-7600

The American College Testing Program (ACT)
PO Box 414
Iowa City, IA 52243
319-377-1270

Advanced Placement and College Level Examination Program Credit

Accepted students may be granted up to 24 credit hours through a combination of Advanced Placement (AP) and the College Level Examination Program (CLEP). Limitations and restrictions apply. Confer with the Admissions Office for additional information.

Accepted students may be granted up to three semester credit hours in a discipline matching a CCU degree requirement for a score of 3 or higher on a corresponding AP exam. For certain disciplines, such as College English and Natural Science, 6 credit hours of credit may be granted when a score of 5 has been earned on the corresponding AP exam. *Note: AP credit will not be granted for College English 2 unless a research paper was required as part of the high school course.*

Accepted students may be granted up to three semester credit hours in a discipline when a score of 500 (paper-and-pencil exams) or 50 (computer-based exams) is earned on a CLEP exam that corresponds to a CCU degree requirement. *Notes: 1) CLEP credit will not be granted to fulfill College English 2 because it requires a research paper. 2) CLEP credit will not be granted to fulfill a natural science course that requires a lab.*

AP and CLEP documentation will be evaluated upon acceptance to CCU. Official AP and/or CLEP documentation must be received by the CCU Registrar's Office before April 1 of the graduation year in order for credits to count toward degree

completion. *Note: Application of AP or CLEP credit to the CCU transcript does not guarantee that the course fulfills a graduation requirement for the student's declared degree program.*

Master of Arts in Counseling (MAC) Application Process

To apply to the MAC graduate program at CCU, the following must be completed:

- Review the requirements listed on the Qualifications for Acceptance page.
- Follow deadlines for application:
 - All application components must be received by February 1 for a fall entrance and by October 1 for a spring entrance.
- Submit the [Application](#).
- Complete and submit the [MAC Supplemental Application Questionnaire](#).
- Submit a [Spiritual Reference Questionnaire](#). The reference form can be completed by a minister or other spiritual leader such as an elder or small group leader. The reference cannot be completed by family members.
- Submit an Academic or Employer Reference.
- Submit official final transcripts from every college and graduate school at which credits have been attempted, regardless of whether or not credit was earned.
- Submit a non-refundable \$40 application fee. Please make all checks or money orders payable to Cincinnati Christian University.
- Write and submit a 3-5 page, double-spaced history and goals essay. The paper should reflect:
 - Events, circumstances, and influences that brought the applicant to this point in life
 - A summary of the applicant's spiritual journey
 - Academic and career goals
 - How a graduate degree program will contribute to those goals
- Complete a face-to-face interview with the MAC faculty in Cincinnati upon invitation by the MAC faculty.

Policy for Veterans

CCU is approved by the State Approving Agency for education of active duty service personnel, veterans, and their eligible dependents. Veterans seeking admission to CCU must adhere to the printed admission policies but should also contact the Registrar, who serves as the Certifying

Official, as early as possible to expedite Veteran's Affairs forms and processes. Official Acceptance is required to qualify for benefits.

Certification for Assistance - VA

To be eligible for assistance under the laws administered by the Veterans Administration, the Social Security Administration, or another governmental agency, applicants must obtain a certificate of eligibility for training from the nearest office of the respective agency and send it to the Registrar's Office.

Undergraduate: Additional Application Requirements for Specific Applicants

The CCU Bridge Academy Applicants

(Dual-Credit/Post Secondary Education Option Students)

Submit an official transcript covering the most recently completed term that includes course work, grades, and class rank. Transcripts must be delivered in a sealed envelope and contain appropriate seals, markings, signatures, and date of issuance.

In order to gain acceptance into The Academy, applicants must.

- Submit a Guidance Counselor Reference form
- Have achieved 2.67 cumulative GPA on a 4.0 scale

Note: If the SAT Reasoning Test or the ACT has been taken, submit scores for each attempt. Scores may be submitted by The College Entrance Examination Board (SAT) or The American College Testing Program (ACT) directly to CCU or via your high school transcript. Speak to your school's Guidance Counselor for more information about the respective test or contact the testing organization directly.

The College Entrance Examination Board (SAT)
PO Box 6200
Princeton, NJ 08541-6200
609-771-7600

The American College Testing Program (ACT)
PO Box 414
Iowa City, IA 52243
319-377-1270

Students who have not yet taken the SAT or ACT can be accepted to the Bridge Academy by earning the following minimum scores on the Next Gen Accuplacer:

- Writing score of 256
- Reading score of 243
- Quantitative Reasoning Algebra & Statistics (QAS) score of 263

Home-Schooled Applicants

- Submit a letter signed by the applicant's parent(s) confirming the completion of a high school equivalent home-school curriculum.
- Submit a diploma and transcript from a recognized home-schooling association or a state diploma based on the GED.
- Submit official transcripts from every college where courses have been attempted. Home school credentials are required unless 24 semester hours of college coursework has been completed.
- Submit scores from one of the following tests: ACT, SAT Reasoning Test, or other approved standardized test (i.e., Stanford, California, etc.). Acceptance will be based on test scores.

Transfer Student Applicants

Submit official transcripts from every college from which courses have been taken. To qualify as a transfer student, a minimum of 24 semester hours of coursework must be completed at an institution that is accredited and recognized by the U.S. Secretary of Education. Transfer students are not required to submit a high school transcript. If fewer than 24 semester hours of college credits have been earned, in addition to submitting official college transcripts, applicants must fulfill the requirements outlined for Traditional High School Students. Attempted college coursework will be taken into account when making acceptance decisions.

The following categories outline the relationship between acceptance standards and the applicant's academic achievement:

- **Full Acceptance:** College GPA of 2.0 (on a 4.0 scale)
- **Conditional Acceptance:** College GPA of 1.75 (on a 4.0 scale)

If requested by the College Admissions Office, submit a reference letter from the Dean of Students or designate from the applicant's former college(s). Transfer students must be in good standing at all previous colleges attended. Good standing must be demonstrated in areas including but not limited to academics, discipline, and finances. Previous academic probation,

disciplinary probation, or outstanding financial obligations at prior colleges may negatively affect or preclude admission to CCU.

Transferring Credit from Another College

Policy on Transfer of Undergraduate Credit

Cincinnati Christian University will accept credits from schools accredited by institutional and professional agencies recognized by the U.S. Secretary of Education on the basis of equivalency for work bearing a grade of C or higher (2.0 on a 4.0 scale). Credits from schools accredited by the Transnational Association of Christian Colleges and Schools or from non-accredited schools will be evaluated on a course-by-course basis to assure that instructional qualifications and rigor meet widely accepted standards for higher education.

Credit may be granted for courses completed at military schools if the credit is recommended in *A Guide to the Evaluation of Educational Experience in the Armed Services*. DD forms 295, 214, or other course completion certificates are required to obtain proper credit applicable to one's degree program.

A minimum of thirty-two hours of full-time resident study must be completed at CCU to earn an undergraduate degree. A student who is contemplating transferring credits to CCU should do so as early as possible because of the unique requirements of each degree program.

An evaluation of credits for transfer is conducted after a student has officially applied to CCU and has submitted official transcripts. Grades of transferred courses do not become part of the student's cumulative grade point average.

Applicants who have at any time been placed on Academic Probation, Academic Suspension, Disciplinary Probation, or Disciplinary Suspension by another institution must submit a letter of appeal to the CCU Admissions and Academic Standards Committee, addressed to the Registrar. This letter should indicate the nature and current status of the censure. The applicant should also identify factors that have changed that ensure academic and social success at CCU.

Traditional Undergraduate Credit Transfer

CCU will accept all credit that meets the minimum standards for transfer noted above. *Not all transferred credit will meet a degree requirement. Student status will be calculated based on the*

number of credits that apply to the student's declared degree program. Application of credit to the student's declared program will be based on comparability of the nature, content, and level of the course. Credits earned through online or correspondence courses at accredited institutions may be evaluated separately to ensure adherence to instructional standards.

Policy on Transfer of Graduate/MAC Credits

Graduate credit with a grade of C (2.0 on a 4.0 scale) or above may be transferred into Graduate degree programs. A grade of B- (2.67 on a 4.0 scale) or above is required to transfer credit into the MAC program. Credits accepted into the MAC program are to be from regionally accredited institutions (and preferably CACREP-accredited programs) and all are evaluated on a course-by-course basis to assure that instructional qualifications and rigor meet widely accepted standards for higher education. Previous credits for field experience courses (i.e., practicum, internship, counseling techniques, etc.) are not accepted for transfer into the MAC program. Credits from non-accredited schools may be evaluated on a course-by-course basis to assure that instructional qualifications and rigor meet widely accepted standards for higher education.

CCU will accept all credit that meets the minimum standards for transfer noted above. *Not all transferred credit will meet a degree requirement. A maximum number of transfer credit hours may be applied to each degree program (18 for MAR; 12 for MAC; and 36 for MDiv).*

Application of credit to the student's declared program will be based on comparability of the nature, content, and level of the course. Credits earned through online or correspondence courses at accredited institutions may be evaluated separately to ensure adherence to instructional standards.

An evaluation of credits for transfer is conducted after a student has officially applied to CCU and has submitted official transcripts. Grades of transferred courses do not become part of the student's cumulative grade point average.

Applicants who have at any time been placed on Academic Probation, Academic Suspension, Disciplinary Probation, or Disciplinary Suspension by another institution must submit a letter of appeal to the CCU Admissions and Academic Standards Committee, addressed to the Registrar. This letter should indicate the nature and current status of the censure. The applicant should also identify factors that have changed that ensure academic and social success at CCU.

Submitting Your Application

Application components may be submitted in the following ways:

- Email Admissions@CCUniversity.edu
- Online at www.ccuniversity.edu.
- Via postal service to:
Cincinnati Christian University
ATTN: Admissions Office
2700 Glenway Avenue
Cincinnati, OH 45204

Undergraduate and Graduate Admissions Policies

The Admissions Committee reviews completed applications and respective credentials. Applicants who meet the qualifications for acceptance (noted above) are granted admission to CCU and are notified of acceptance or rejection approximately ten days after all application documents have been received.

Official Acceptance

Undergraduate Acceptance

- High school GPA of 2.5 (on a 4.0 scale)
- Minimum scores on one of the following standardized tests
 - ACT
 - Composite score of 19 or higher *plus*
 - English score of 18 or higher
 - SAT (test format taken March 2016 or after)
 - Combined score (critical reading, writing, and math) of 1010 or higher *plus*
 - Writing & Language score of 25 or higher

Graduate Acceptance

- A cumulative college GPA of 2.5 or higher
- Satisfactory responses are received from all references

Master of Arts in Counseling (MAC) Acceptance

- A cumulative college GPA of 3.0 or higher
- Satisfactory completion and response for all application components.

Conditional Acceptance

Undergraduate Conditional Acceptance

- High school GPA of 2.0 (on a 4.0 scale)
- Minimum scores on one of the following standardized tests
 - ACT
 - Composite score of 16 or higher *plus*
 - English score of 14 or higher
 - SAT (test format taken March 2016 or after)
 - Combined score (critical reading, writing, and math) of 890 or higher *plus*
 - Writing & Language score of 19 or higher

A student will be required to take Basic English if test scores are:

- Lower than 18 on the English section of the ACT
- Lower than 25 on the Writing & Language test of the SAT (taken March 2016 or later)

A student will be required to take remedial math if test scores are:

- Lower than 19 on the math section of the ACT
- Lower than 24.5 on the math test of the SAT (taken March 2016 or later)

Class Schedules for Conditionally Admitted students are determined by the Academic Support Office.

After their first semester, Conditionally Admitted students' academic performance will be evaluated.

- Students who earn a term GPA of 2.0 or above and a passing grade in Strategies for College Success will be in good academic standing.
- Students who earn a term GPA of at least a 1.75 but below a 2.0 and a passing grade in Strategies for College Success will be placed on Academic Probation.
- Students who earn a term GPA below 1.75 will be placed on Academic Suspension for one semester.
- Regardless of term GPA, students who do not earn a passing grade in Strategies for College Success will be placed on Academic Suspension for one semester.

Graduate and MAC Conditional Acceptance

Applicants whose scholastic records show deficiencies (e.g., low GPA, class rank, etc.) may be granted Conditional Acceptance based on outstanding lifestyle and leadership qualifications.

Conditional Acceptance is granted in the following circumstances:

- A cumulative college GPA between 2.0 and 2.49 for applicants for a Graduate degree; 2.0 – 2.99 for applicants to the MAC program.
- Satisfactory responses are received from all references.

Please Note:

A student who is accepted on Conditional Acceptance will be restricted to no more than 9 semester hours of course work per term. Conditional Acceptance will remain in effect until the student has demonstrated the ability to achieve satisfactory academic progress in his/her graduate studies.

Applicants granted Conditional Acceptance enter the university on Academic Probation. A student may remain on Academic Probation no more than one semester. If, after the first semester, the student has not achieved a 2.67 GPA, he/she will be placed on Academic Suspension and will not be permitted to register for credit for at least one semester.

Provisional Approval

Provisional Approval may be granted to an applicant who is in the last year of undergraduate study after all admissions requirements have been submitted (with the exception of an official final transcript).

Provisional Approval allows a student to register for up to 12 hours of coursework and provides for an extension to complete all admissions requirements.

Provisional Approval is not equivalent to acceptance into a graduate degree program. Thus, federal financial aid and scholarships will not be applied to the student's account until acceptance is granted.

Application Denial: Applicants who do not meet the requisite Academic or Lifestyle & Leadership standards will receive a letter of denial. Students who are denied acceptance forfeit the ability to enroll in twelve hours without formal acceptance.

Appeals for Exception for Acceptance

Students who believe extenuating circumstances exist that warrant an exception to the published policies on admission to CCU may write a letter of appeal to the Admissions and Academic Standards Committee. Appeal letters to this committee should be addressed to the Registrar's Office.

International Students – Requirements and Expectations

Becoming a student at CCU is a two part process for International Students. Students must meet the international admission requirements for CCU as well as meet qualifications set by Homeland Security and the US State Department to receive a student visa.

Students should be working on both aspects simultaneously.

- Students will follow the application procedures outlined for admission in the applicable section (Undergraduate or Graduate) but with the following amendments:
 - Application Deadlines
 - May 1 – Fall (August) enrollment
 - October 1 – Spring (January) enrollment
 - Application Process
 - Application fee is \$150 and is non-refundable
 - All educational documents and transcripts must be accompanied by an official English language translation from a member of one of the following:
 - National Association of Credential Evaluation Services (NACES)
 - Association of International Credentials Evaluators (AICE)
 - AACRAO International Education Services.
 - Students seeking transfer credit from a foreign institution must also submit an official course-by-course evaluation by one of the aforementioned organizations.
 - All international students whose first/native language is not English are required to demonstrate English proficiency on one of the following accepted tests (minimum required score):
 - Test of English as a Foreign Language (TOEFL: iBT 79, PBT 550)
 - The MAC program additionally requires minimum scores of 16 on the listening, reading, speaking, and writing components of the TOEFL iBt
 - International English Language Testing System (IELTS: 6.5)
 - Michigan English Language Assessment Battery (MELAB: 75)
 - Complete all requirements for the issuance of an I-20. Information regarding those requirements will be given to you by your admissions counselor.

University Academic Information

University Communication

Upon registering for courses, all students are provided with a CCU email address. This is the official means of communication between students and the University. Students are expected to check their CCU email addresses and use that address for all official school business.

Academic Advising

CCU provides academic advising for all degree-seeking students. According to the student's degree program, each student is assigned an academic advisor from the faculty. All freshmen are also assigned a staff advisor from the Student Services department. However, the final responsibility for meeting all program degree requirements and being informed of all college regulations and procedures rests upon the student. All first-semester students and any students who are not in good academic standing are required to have an advisor's signature to register for classes.

Academic Integrity

CCU students are expected to be honest and upright in all of their academic work. Academic dishonesty is strictly prohibited. Examples of academic dishonesty include, but are not limited to:

Plagiarism

Submitting any paper or portion of a paper, project or other academic assignment as your own work, when it is not your work. It is stealing the ideas or words of another, whether another student, a published source, or an Internet source—without documentation, and passing them off as your own.

Cheating

- Reporting an assignment as fully completed when it is only partially completed;
- Group production of an assignment, unless specifically permitted by the professor;
- Giving or receiving confidential information on an assignment or test;
- Turning in a single assignment for two courses without the permission of the instructors of both courses.

Dishonesty in Attendance

- Asking another student to call/sign your name on a class roll in your absence, or calling/signing for another student who is absent;
- Calling/signing the class roll sheet with the intent of leaving immediately;
- Leaving a class without properly notifying the professor. Proper notification can be made prior to the class session or before the next class session.

Illegal Use or Removal of Library Materials

- Taking materials from the library without checking them out properly;
- Destroying or defacing library materials;
- Illegally reproducing copyrighted materials from the library, such as software or videotapes.

Academic Integrity Investigation, Hearing, and Sentencing

The following steps will be followed in response to suspected academic dishonesty:

Academic Integrity Investigation Procedures

- The professor/library representative who suspects an academic integrity violation will collect evidence.
- The professor/library representative will submit this evidence to the Registrar's Office, who will schedule a hearing with the student(s) and the Committee on Academic Integrity (CAI), which is comprised of a faculty representative, at least 1 Academic Dean, and a representative from Student Services. The date/time of the hearing will be based on the schedules of the committee members and the student(s) involved.
- The Registrar's Office will send the student, no later than 48 hours prior to the hearing, the Academic Dishonesty Hearing Rights & Responsibilities email which includes
 - The date, time, and location of the hearing
 - The hearing agenda
 - The type of academic dishonesty being considered
 - The class, if applicable, in which the academic dishonesty was discovered
 - In instances in which the student wishes to waive the hearing by submitting a written confession of academic dishonesty to the Registrar's Office no later than 24 hours prior to the hearing, the Committee may request a meeting with the student to discuss their decision.

Academic Integrity Hearing Procedures

- The Chair of the CAI will present the evidence submitted by the professor/library representative.
- The student will be granted time to respond to the evidence.
- Each Committee member will be granted time to question the student.
- The student will be dismissed while the CAI deliberates, and, if the student is found responsible, will decide on the appropriate penalty.
- The student will be called back to the hearing and the CAI Chair will inform the student of the Committee's decision.

Academic Integrity Sentencing Procedures

- If the CAI concludes that the evidence is insufficient, the Committee Chair will inform the student and the professor/library representative to explain its reasoning.
- If the CAI concludes that the evidence is sufficient or the student confesses, the sentence will be announced according to the following guidelines:
 - *Penalties for Plagiarism, Cheating, and Dishonesty in Attendance*
 - First Offense at CCU: Failure of the assignment. In the case of dishonesty in attendance, the student will be counted absent and charged with a first offense.
 - Second Offense at CCU: Failure of the course(s).
 - Third Offense at CCU: Expulsion and loss of all academic credit for that semester.
 - *Penalties for Illegal Use or Removal of Library Materials*
 - The student will make restitution for any damaged or lost materials plus any usual fees.
 - Illegal removal of materials in conjunction with a class assignment will result in automatic failure of the assignment.
 - Illegal reproduction of copyrighted library materials (such as copying videotapes or pirating software) will result in the confiscation of the material, failure in the assignment for which the materials were used, and possible civil litigation by the owner of the copyright.
- The student will be asked to sign a document verifying her or she understands the penalty, and the document will be placed in the student's official file in the Registrar's Office.

Academic Integrity Violation Appeal

- If the student believes that an error in procedure contributed to an incorrect ruling, a letter of appeal may be submitted to the Admissions and Academic Standards Committee via the Registrar's Office. The letter should outline the alleged procedural error. The appeal is not an opportunity to have evidence reviewed.
- The CAO will review the appeal and determine whether or not it merits a new hearing. The decision of the CAO is final.
- If a new hearing is not deemed necessary, the student will be alerted in writing.
- If a new hearing is determined to be necessary, the CAO will convene an ad hoc committee to conduct the hearing and sentencing according to the Academic Integrity Hearing and Sentencing Procedures. The student will be alerted in writing as to the date, time and location of the new hearing.

Auditing a Course

Individuals who enroll as auditors are not required to complete assignments or take tests. An auditor will receive transcript recognition for attending 75% of the class sessions. Classes taken as audit do not count toward the completion of a degree. Students may not audit online courses, directed-study courses, applied music lessons or performing groups. Students may not change from audit to credit after the first week of the semester.

Non-Degree Seeking Students

CCU allows for a limited number of courses to be taken before an individual formally applies to the University. Before any classes completed at CCU may be applied toward a CCU degree program, the individual must be accepted as a degree-seeking student. At that time, the appropriateness of applying any completed classes to a specific degree program will be determined.

Non-degree students are permitted to take courses in the graduate and traditional undergraduate divisions. Due to the accelerated nature of the CALL program, only students fully accepted can take classes in that format.

A maximum of six hours can be taken in the traditional undergraduate division before a student must formally apply for acceptance into the University.

A maximum of twelve hours are permitted at the graduate level. Non-degree seeking students who wish to take graduate level courses for credit must provide evidence of an earned bachelor's degree.

Definitions of Credit Hour & Semester

“Semester”

One semester is 15 weeks of classes, not including the final exam week.

“Credit Hour”

One credit hour is defined as 50 minutes of class time multiplied by 15 (where “15” is the number of weeks in a semester; thus, one credit hour is actually 750 minutes of class time).

“Non-Traditional Credit Hour”

For certain learning models (such as those used in non-traditional formats such as Hybrid Courses and online courses offered in both Undergraduate and Graduate courses), credit hours may be assigned to specific learning outcomes, rather than to a time frame. Outcomes for

comparable non-traditional and traditional courses are the same, and equivalence is demonstrated through comparative assessment.

Grading Scale

Grades will be given on a basis determined by the professor and announced to the class. These usually include daily work, tests, papers, the student's attendance and participation in class, and the final examination. While Canvas is used to capture grades during the semester, the transcript grade entered in the Jenzabar database is the official grade.

The following table shows the University grade point system in use, but please note that, for some assignments professors may announce other percentage systems appropriate to the subject matter.

Letter Grade	Grade Percentage	Grade Points
A	95-100	4.00
A-	92-94	3.67
B+	89-91	3.33
B	86-88	3.00
B-	83-85	2.67
C+	80-82	2.33
C	77-79	2.00
C-	74-76	1.67
D+	71-73	1.33
D	68-70	1.00
D-	65-67	0.67
F	0-64	0.00

What Letter Grades Mean:

A means exceptional work, outstanding or surpassing achievement of course objectives.

B means good work, substantial achievement of course.

C means acceptable work, essential achievement of course objectives.

D means marginal work, minimal or inadequate achievement of course objectives.

F means unacceptable work, failure of course objectives.

The following grades may also be assigned:

E (Extension) - Student applied for and received an official grade extension. This grade counts as an "F" until the work is completed. This grade is assigned by the Registrar after a professor has

approved the extension and the student has paid the required \$30 fee.

FA (Failure due to absences) - Student exceeded the credit hour limit for absences. This grade counts as an "F."

N (No grade) -The grade of "N" is neutral and does not negatively affect a student's GPA. The professor assigns this grade when he or she cannot submit the final grade due to the professor's circumstances.

W (Withdrawal) -This grade is assigned by the Registrar when a student officially withdraws from a course after the first week of the semester. The grade of "W" is neutral and does not negatively affect a student's GPA.

X (Absent from the Final Examination) - This grade should remain only until the student has an opportunity to make up the final exam. This grade counts as an "F" until the exam is taken. The grade will become an "F" if the student does not take the exam by the deadline for grade extensions.

In certain courses, Credit/No Credit, instead of a letter grade, may be assigned by the instructor.

Grade reports are posted at the end of the semester on my.ccuniversity.edu, a secure web site to which individual students have confidential access.

Disputes About Grades

- Such disputes should be submitted in writing to the professor.
- If a student decides to appeal the decision, the written appeal should be submitted to the Registrar's Office for consideration by the Dean of the School in which the course is governed and by the Admissions and Academic Standards Committee.
- The whole matter must be resolved no later than the end of the next semester. Grades that are not contested before that time are final.

Grades for credit transferred from recognized collegiate institutions are not considered a part of the student's grade point average.

To compute grade point average, multiply the GPA for each course by the quality point equivalent for the grade. Then divide the sum of these grade points by the sum of the GPA hours.

Interim Report of Student Progress

A professor may submit an Interim Report for any student who shows deficiencies in attendance or grades. Interim Reports are designed to notify students that they need to take action to improve their performance in a course. Students are notified of Interim Reports through their CCU email. However, students should not infer that their attendance or academic performance is acceptable if they do not receive an Interim Report. Each student is responsible to monitor his or her own progress in a course as demonstrated by attendance, timely submission of assignments, and grades on assignments and exams.

Grade Extensions

A professor may permit a grade extension for a student who has not completed the requisite assignments for a course. When a student has petitioned a professor for a grade extension and the professor has agreed, the professor submits a Grade Extension Form electronically.

The following conditions apply to all grade extensions:

- In order for the extension to be official, the student must pay a \$30 fee. Grade extension fees may not be charged to a student's account unless there is a credit balance on the account.
- Students may not apply for a second extension of a course.
- Students who file for grade extensions will receive the grade of "E" until the course is finished. An "E" grade counts as an "F."

In addition, the following conditions apply to grade extensions granted in traditional undergraduate or graduate courses:

- A completed grade extension must be submitted three weeks before the day of the final exam.
- The maximum time allowed for an extension is eight weeks from the last day of the semester. The professor may set an earlier deadline at his or her discretion. At the end of the eight weeks, the student will receive a final grade based on all work submitted at that time.
- Students applying for a grade extension are not eligible to graduate that semester.

In addition, the following conditions apply to grade extensions granted in CALL courses:

- A completed grade extension must be submitted within one week after the last class meeting.
- The maximum time allowed for an extension is five weeks from the last class meeting. The professor may set an earlier deadline at his or her discretion. At

the end of the five weeks, the student will receive a final grade based on all work submitted at that time.

- A student who has applied to graduate cannot be granted an extension in his or her final term unless the deadline for the extension is at least one week before the term's graduation date.

Examinations

Final examinations or equivalent work will be given in each class. A student who misses a final exam must make written application to the course professor and the appropriate Dean for a special make-up exam; written application is submitted to the Registrar. Students must appeal to take the final exam within one month from the end of the semester. If the appeal is denied, a grade of zero will be given for the exam and the appropriate course grade will be recorded. In some cases a student may be required to file an official grade extension, including payment of the fee before the make-up exam can be taken.

Students are normally required to take no more than two final examinations on a single day. If the schedule of final examinations requires a student to take three or more final exams on a single day, the student may reschedule one or more exams to other exam days during the week of final exams so that the student has no more than two exams on a single day. Students are responsible to make such arrangements with individual professors. They may refer problems in rescheduling exams to the appropriate Dean.

Graduation Procedures

In order to be considered for graduation, students must submit an electronic Intent to Graduate Form by the appropriate deadline for the term in which the student plans to graduate. Graduation fees must be paid along with the [Intent to Graduate form](#). Forms and fee information are available at CCU's website.

There is one commencement service in May in which students who completed their degree requirements the previous December and candidates who will finish the following August are invited to participate. Students graduating *in absentia* are not exempt from paying the graduation fee.

Intent to Graduate Form Deadlines

Diplomas Awarded	Intent to Graduate Form Submitted with Fee	Intent to Graduate Form Submitted Late – Fee Doubled	Written Withdrawal of Intent to Graduate
December	Due October 1	October 1 – December 1	Submitted to Registrar by December 1
May	Due February 1	February 1 – March 1	Submitted to Registrar by March 1
August	Due February 1	February 1 – March 1	Submitted to Registrar by March 1

Students who submit late applications will not be eligible for a refund of fees.

If a grade extension is granted for the semester in which a student planned to graduate, that student will no longer be a candidate for graduation. There will be no refund of fees and the student must reapply for graduation.

Failure to graduate due to incomplete degree requirements or for missing a deadline for completing degree requirements will not entitle the student to a refund of fees.

Students who applied before the initial deadline will be eligible for a complete refund of fees if the withdrawal is received by the deadlines. Students who applied after the initial deadline and paid the double fee will not be eligible for a refund of fees should their intent be withdrawn.

A student will be permitted to graduate under the requirements published in the catalog in effect at the time of initial enrollment, if that enrollment has been continuous. If a student does not enroll for three consecutive semesters or longer, the current catalog requirements will be in effect upon the student's return. Students returning from an "Approved Leave of Absence" may be allowed to graduate under catalog requirements in effect when the leave of absence was granted.

The appropriate Field Chair and Academic Dean have authority to waive requirements or provide substitute course work for program requirements that may not be offered. Departmental requirements for graduation are those in effect at the time the student certifies the major to be pursued. A degree candidate cannot mix requirements from different catalogs. One must complete a single set of requirements.

Academic Appeals & Special Requests

A student wishing to appeal any academic decision or deadline or wishing to submit a special request should address a formal letter to the Registrar. All other appeals should be submitted with Student Services according to the appeals policy found in the Student Handbook.

Approved Leave of Absence

Students in good academic standing who know they are going to be out of school for more than one year may apply for a Leave of Absence (LOA). The Admissions and Academic Standards Committee reviews all LOA requests. An approved LOA would allow students to return under old catalog requirements and would not require going through the entire admissions process. An LOA would apply to situations where students are required to put their education on hold for financial, medical, or military service reasons.

Students must apply for a LOA before the semester starts in which they would not be enrolled. Students may be required to provide documentation supporting the need for an LOA. The LOA would be for a set amount of time. Students may ask for additional time if they apply before the first time period expires. Conditions may be placed on the student's return. These conditions would be agreed upon by the student and the Admissions and Academic Standards Committee when the student applies for the LOA. Applications for an LOA are available in the Registrar's Office.

The Family Educational Rights and Privacy Act (FERPA) Policies

The Buckley Amendment

On June 17, 1976, the rules and regulations applying to the Family Educational Rights and Privacy Act of 1974, section 438 of the General Education Provisions Act, became final. The act states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students must be made available. CCU shall maintain the confidentiality of student education records in accordance with the provisions of the act and shall accord all the rights under the act to students who are declared independent and who are or have been in attendance at CCU.

At CCU, the permanent records covered by the act include: the student's application for admission; high school and/or previous college transcript; ACT/SAT scores; correspondence with our admissions office; documents pertaining to grade reports, dates of attendance, approval of leaves of absence; correspondence with the deans; senior class status; and course distribution

summary forms on file in the Registrar's office; and the materials contained in the student's career planning file.

The act includes a list of types of records not open to student inspection. Education records do not include the following:

1. Records of instructional, supervisory, and administrative personnel, and ancillary educational personnel which are in sole possession of the maker and are not accessible or revealed to any other individual except a substitute who may temporarily perform the duties of the maker;
2. Records of a law enforcement unit of CCU which are maintained separate from education records are maintained solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officers of the same jurisdiction, provided that education records of CCU may not be disclosed to the law enforcement unit;
3. Records relating to individuals who are employed by CCU which are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees and are not available for another purpose.

Note: Records of persons who are employed solely as a consequence of University attendance, e.g., teaching/graduate assistants, work-study students, are education records. Records created and maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, such as student health records to be used solely in connection with the provision of treatment to the student and not disclosed to anyone other than for treatment purposes, provided that records may be disclosed to physicians or professionals of student's choice.

Note: Treatment in this context does not include remedial education activities or other activities, which are part of the program of instruction at CCU.

1. Records of an institution, which contain only information relating to a person after that person is no longer a student at the institution; e.g., accomplishments of alumni.
2. Parents' financial statements.
3. Confidential letters and recommendations written before January 1, 1975; letters and recommendations written after January 1, 1975 but specifically designated as confidential.

Higher education institutions are allowed to publish "directory information" including the student's name, address, telephone number, date and place of birth, program of study, participation in officially recognized activities and sports, weight and height of members of

athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. If any current CCU student does not want such directory information to be disclosed, he or she must notify the Director of Student Services in writing of the specific information not to be released. Such notification is necessary within ten days of the first day of class of the fall semester annually.

CCU administrators, faculty, and members of established college committees who have legitimate educational interest may have access to students' and former students' files without prior consent. Specific federal, state and local officials and educational agencies conducting studies are also permitted access for definite reasons provided that personally identifiable data are not transferred to anyone else. In addition, proper parties concerning application for or receipt of financial aid have access. CCU will forward a student's education records on written request to another school in which the student seeks or intends to enroll. Prior consent for disclosure of personally identifiable information is not required when the information is needed in connection with a health or safety emergency; or is to comply with a judicial order or lawfully issued subpoena after a reasonable effort to notify student is made.

Except as above described, CCU must obtain written consent of the student before disclosing personally identifiable information from the educational records. Such consent must be signed and dated by the student. It must include a specification of the records to be disclosed, the purpose or purposes of the disclosure, and the party or class of parties to whom the disclosure may be made. The institution is required to maintain a record of all non-exempted requests for and disclosures of personally identifiable information from the education records of all students. The affected student may inspect this record of disclosure.

A student, former student, or applicant for admission may waive any of his or her rights under the act by executing a written signed waiver. Such a waiver may be revoked with respect to any action occurring after the revocation. The revocation must be in writing and signed by the student.

A student or former student believing information contained in his or her education record is inaccurate, misleading, or in violation of his or her privacy or other rights may request CCU to amend the record. Such a request must be in writing and clearly state the error as well as the correction. If no mutual agreement is reached within a reasonable time, the student or former student may request a formal hearing in order to challenge the content of his or her education record. The institution will endeavor to hold the hearing within thirty days of receipt of the request and to have a decision rendered in writing within fifteen days of the conclusion of the hearing. The hearing shall be conducted and the decision rendered by an institutional official or

other party appointed by the President who does not have a direct interest in the outcome of the hearing. The decision of the institution will be based solely upon the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice, including an attorney.

Minutes will be kept of all hearings. On the request of either party, a verbatim transcript will be made. In such case, the hearing officer of the transcript will extend the time allotted to render a decision to fifteen days after receipt. The minutes or transcript of the hearing will become part of the student's education record. If, as a result of the hearing, it is decided the education record will be amended, such action will be taken, and the student will be so notified in writing. If, as a result of the hearing, the decision is to maintain the contested information in the student's record, the student has the right to place in his or her record a statement commenting on the contested information and stating his or her reasons for disagreeing with the decision of the institution. This explanation shall become a part of the education record and will be disclosed in conjunction with the contested information.

Students who believe that the adjudication of their challenges was unfair or not in keeping with the provisions of the act may request, in writing, assistance from the President of CCU to aid them in filing a complaint with the Family Educational Rights and Privacy Act office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, D.C., 20202.

Once a student has requested access to his or her records, such student's records shall not be destroyed until inspection and review have been provided. The following items shall not be destroyed or removed from the records: (a) "explanations" placed in the records by the student; and (b) records of disclosure and requests for disclosures. CCU reserves the right to destroy information contained in student records and files when information on file is no longer valid and/or useful, e.g., letters of recommendation once they have been used for their original purpose. (Printed in compliance with the Family Educational Rights and Privacy Act Policies.)

Financial Aid and Scholarships

Information and Policies regarding Financial Aid and Scholarships for Undergraduate and Graduate students can be found in the CCU Student Handbook.

Institutional Refund Policy

Students who withdraw from classes will have their tuition refunded according to the following schedules:

Fall or Spring Semester Classes (including online* and hybrid classes)

- 100% Refund – Classes dropped before or during the first week of class
- 75% Refund – Classes dropped during the second week of class
- 50% Refund – Classes dropped during the third week of class
- No Refund – Classes dropped during or after the fourth week of class

**see below for the refund policy that applies to CALL online classes through Knowledge Elements*

Tuition for performing groups, charges for applied music instruction, audit charges and all other fees are non-refundable.

Non-Traditional Format Classes (including Early Fall, Early Spring, Summer, CALL, Concentrated MAR, 2-2-2, 3-3 Classes)

- 100% Refund – Classes dropped on or before the first day of class
- 75% Refund – Classes dropped on the second day of class
- 50% Refund – Classes dropped on the third day of class
- No Refund – Classes dropped after the third day of class

CALL Online Classes (through Knowledge Elements)

- 100% Refund – Classes dropped within 7 days of the class start date
- 40% Refund – Classes dropped between 8 and 14 days of the class start date
- No Refund – Classes dropped after 14th day from the start of the class

The Registrar's Office will provide specific dates when these refund rates are applied. Through the first week of the semester, students may adjust their schedule online through my.ccu. After the first week of the semester, students must submit an official "Change in Registration" form to the Registrar's Office. After the third week, the instructor's signature is required on the form. This form must be presented in person to the Registrar's Office. Changes in registrations are

not official until the "Change in Registration" form is received. All refunds are calculated from the official date the form is received by Enrollment Services.

Last dates for withdrawing from classes:

- ***Traditional Fall or Spring semester classes*** – students must withdraw prior to the final four weeks of the semester
- ***CALL classes***—students must withdraw prior to the final class session
- ***All other non-traditional format classes (including Early Fall, Early Spring, Summer, Concentrated MAR, 2-2-2, 3-3)***—students must withdraw within one week of the last class session unless the final assignment is due before that date.

Room and Board Refund Policy

- 100% Refund – Prior to first day of class
- 90% Refund – During the first week of class
- 75% Refund – During second week of class
- 50% Refund – During third week of class
- 40% Refund – During fourth week of class
- No Refund – After fourth week of class

It is the responsibility of the student to notify the appropriate Resident Director when vacating a room and complete the required checkout process. A student who remains on campus after their last date of attendance will be held liable for room and board charges beyond that date. All refunds for room and board are calculated from the date when checkout has been completed.

The Financial Aid Staff recalculates the financial aid eligibility for students who withdraw, are dismissed or drop out prior to completing 60% of a semester in accordance with the Federal Refund Policy. This recalculation may result in the return of financial aid funds to the student aid program. Please refer to information regarding **Federal Refund Policy** for additional information.

CCU Student Services Policies

Information and Policies regarding Student Services for Undergraduate and Graduate students can be found in the CCU Student Handbook.

Director of Student Services – Ray Horton
513.244.8420
ray.horton@ccuniversity.edu

The Evan Bolejack Learning Center & Disability Services Office

Learning Center Contact Info

513.244.8479

Email: Learning.Center@ccuniversity.edu

Office Hours: Monday-Thursday, 11 a.m. – 9 p.m.

Friday, 11 a.m. – 4 p.m.

Sunday, 5 – 9 p.m.

Other times are available by appointment

The Learning Center is located in the Student Services Center, on level 2 of Presidents Hall across from the elevator.

The Learning Center provides students with engagement and support opportunities that promote academic growth and persistence to graduation. Our challenge is to serve our student body by delivering assistance that enables students to overcome barriers to their long-term academic goals.

The following programs are available to meet the needs of students:

Academic Coaching – Students who are experiencing academic difficulties may meet with a Learning Coach on a weekly basis. At this meeting, the Learning Coach will work with the student to identify problem areas, develop a plan of action, and develop skills that are necessary for college success.

Academic Tutoring – Students needing tutoring within a specific academic content area can receive assistance from the Learning Center. The Learning Center offers short-term or weekly individual tutoring sessions.

Disability Services

Students with disabilities who require assistance should contact the Director of Student Services (513-244-8420).

Notification of Disabilities

It is the responsibility of the student to notify the school of his or her disability and to follow the process for requesting appropriate auxiliary services and academic adjustments.

1. Students entering CCU should submit a written request for disability services to the Director of Student Services after admission into Cincinnati Christian University. A current student who discovers the need for accommodations may submit a request at any point during his or her academic career.

2. Along with the written request for services, the student must provide documentation of the disability. This documentation must be prepared by a medical doctor, psychologist, or other qualified diagnostician as appropriate.
3. Complete documentation should include a diagnosis of the current disability, the date of this diagnosis, how the diagnosis was reached, the credentials of the diagnosing professional, how this diagnosis affects a major life activity, and how the disability affects the student's academic performance.
4. If available, the student should submit other documentation such as an Individualized Educational Program (IEP) or a section 504 plan from high school. CCU prefers these plans to be dated within three years of submission.

General Considerations

1. Upon receipt of requests for assistance, the Director of Student Services may procure recommendations from a professional counselor or occupational therapist as appropriate.
2. In all cases, the age of the student, thoroughness of the documentation, and adjustments being requested will assist in determining whether the evidence submitted is sufficient for eligibility. If more documentation is required, the student will be informed.
3. Based on the documentation and evaluation, the Director of Student Services will provide the student written notification for faculty members each semester of specific auxiliary aids and/or academic adjustments that are to be granted.
4. When a student's documentation is lacking, insufficient or is considered outdated, it may be necessary to secure a new evaluation. The need for such an evaluation will be established by the college professional reviewing the request. In such cases, the student will be referred to a local physician or psychologist for evaluation. It shall be the student's responsibility to secure the needed evaluation by sufficiently trained physicians or psychologists in order to receive disability services. Without the completion of this step, the college will assume no responsibility for providing requested academic adjustments.
5. Students will be notified of their status (eligible, ineligible, deferred) after the college professionals have reviewed the documentation. If the student is ineligible or deferred, the notification letter will explain what is missing.
6. If a student is determined eligible, then it is the student's responsibility to make an appointment with the Director of Student Services to discuss reasonable adjustments and accommodations. It is also the student's responsibility to keep the director informed of accommodations needed throughout the semester (i.e. test-taking accommodations, technology assistance, etc.) so that arrangements can be made with the appropriate professors in a timely fashion.

Grievance Procedures

1. In cases where either faculty members or students believe that the recommended auxiliary aids have been established in error, or where extenuating circumstances are present that are not adequately addressed in the documentation, an appeal may be made in writing to the Director of Student Services via the online Student Advocacy Request Form located at my.ccu under the Student Services tab.
2. Students who have been granted adjustments and believe they are not receiving them should appeal in writing via the online Student Advocacy Request Form to the Director of Student Services.
3. Students can expect to receive notification of the result of their appeal within 14 calendar days of the submission of their letter. As part of the advocacy process, an interview with the student may be required.

Campus Services & Support

Information and Policies regarding Campus Services & Support for Undergraduate and Graduate students can be found in the CCU Student Handbook.

Library Services

The George Mark Elliott Library (<http://library.ccuuniversity.edu>), named in honor of one of CCU's beloved former professors, provides the CCU community with the learning resources and services for their research needs. The main library facility, located on the second floor of the Crouch Building, provides attractive study spaces, a computer lab, group study rooms, and wireless internet access.

The library has a collection of approximately 150,000 books (both print and electronic), audio-visual media and other kinds of resources. Students may use their CCU ID card to check out many of these items. Patrons can search the library's holdings on the library's website:

<http://library.ccuuniversity.edu> . The library also provides access to an array of thousands of academic journals, both in print and electronic formats. Patrons may access over 100 research databases from the library's website. These electronic resources may be accessed virtually anywhere that students have internet access.

The G. M. Elliott Library also houses CCU's archives, in which photographs, documents, and memorabilia pertaining to the history of Cincinnati Christian University are preserved.

The CCU Library also provides access to the Graduate Study Room, a quiet study area reserved exclusively for graduate students. Students can reserve a study carrel in the Graduate Study

Room for their own private use. To obtain their own carrels, students should fill out an application form at the library. Carrels are assigned to students on a first-come-first-served basis. The reservation expires at the end of the academic year, but students who wish to continue using their study carrels can reapply for the next year.

The library participates in an organization called OhioLINK (<http://www.ohiolink.edu>), which provides collaborative borrowing services for college and university libraries throughout the State of Ohio. This quick and efficient interlibrary loan service provides CCU library patrons with millions of books and other information resources that supplement the materials in the campus library.

Campus Store

The Campus Store provides a broad range of items including Bibles, clothing, gift items, and books. If you would like to place an order or find out if a particular item is available, visit the Campus Store website at www.CCUniversity.edu/campus-store or call 1-800-949-4CCU (4228), ext. 8134, or (513) 244-8134. Textbooks are available through eCampus, a 3rd party provider of college and university textbooks.

Security

The CCU Campus is monitored by Security Staff 24/7, ensuring safety during times when classes are in session and there are higher numbers of the CCU community on campus for events and activities.

Counseling Center – Counseling Services

Students can receive counseling free of charge at the CCU Counseling Center, which is located in the lower level of Presidents Hall (there is a small fee for assessment). The Center is a training clinic staffed by advanced students in the Master of Arts in Counseling program who are fully supervised by Licensed Professional Clinical Counselors with supervision designation.

The Center is also available as an outreach to people of the community who are experiencing personal or relational problems, and who may want to address issues from a Christian perspective. Counseling services are also available to the tri-state community on a low-cost sliding fee scale. The staff is committed to a holistic philosophy: good health results from a balance in physical, psychological, relational, and spiritual factors. For more information visit <http://www.CCUniversity.edu/counseling-center/>.

Academic Procedures and Policies

Declaring an Undergraduate Degree

Students choose a degree program depending upon their career goals. Many freshmen are initially undecided about which program to choose. Students receiving federal and/or state financial aid must declare their intent to work toward a four-year degree at their initial registration. They may choose their program at a later date.

Programs are generally chosen by the end of the third semester. Choosing a program within the first three semesters helps the student plan the rest of his or her academic career so that a degree may be earned in a timely manner.

Students declare a degree by submitting a form to the Registrar's Office. Students can change their degree by submitting a new form.

Earning Multiple Degrees

Undergraduate Policies

A student will not be granted an Associate Degree in the same field in which the student has already received a Baccalaureate Degree. An Associate and Baccalaureate Degree may be earned simultaneously.

To earn a second undergraduate degree or a second professional program (AA, BA, BS), the student must earn at least thirty-two additional hours above the initial degree requirements

To earn a Bachelor's Degree with two majors, a student must complete twenty additional semester hours of courses in the second professional field that are not required for the first professional program. The addition of a second ministry program also requires the completion of a seven month, full-time internship for nine semester credit hours.

Graduate Policies

A student who has earned a Masters of Arts (Religion) from CCU may pursue a second MAR degree from CCU in a different discipline. No more than half of the credit hours for the first degree may be applied to the second degree.

Undergraduate Class Standing Designation

Class standing is based on the number of hours earned:

- 0–25 for Freshman standing
- 26–57 for Sophomore
- 58–89 for Junior
- 90 or more for Senior

Registration Information

All students are expected to register online at the specified registration times. These times are posted on my.ccuniversity.edu. Continuing students should participate in the priority registration during the designated week of the previous semester.

Students incur a financial obligation upon registering for classes. This financial obligation can only be adjusted if a student adds/drops hours or officially withdraws from the school in accordance with established policies and regulations.

The number of semester hours a student takes will be limited by his or her enrollment status, capabilities and outside activities. To be classified as full-time in a given semester and eligible for financial aid,

- An undergraduate student must be enrolled in a minimum of 12 hours. No one may enroll for more than 18 hours in a given semester without the written permission of their academic advisor.
- A graduate student must be enrolled in a minimum of 9 hours.
- For accreditation purposes, a MAC student must be enrolled in a minimum of 12 hours to be classified as full-time.

Undergraduate students are considered part-time when taking less than 12 hours a semester.

Students must take at least 6 hours to be considered half-time for financial aid purposes.

Graduate and MAC students must take at least 5 hours to be considered part-time for financial aid purposes.

Courses taken during Early Fall apply toward total hours enrolled for Fall semester; Early Spring hours apply to Spring semester totals. Summer hours are independent of either Fall or Spring semester.

A senior whose degree requirements are assured may enroll in a graduate course with the permission of the appropriate Academic Deans of CCU.

New Students

Class schedules for new students are created by a member of the Student Services staff of the University. Students must be accepted into the University in order to participate in any orientation activities. Generally, first-year students may take courses numbered 100, although some 200 level courses may be open to freshmen. New students needing to adjust their schedules must contact Student Services staff to make adjustments during their first semester.

Changes in Schedule

15-Week Semester, Online, and Hybrid Courses

Before each semester begins and during the first week of classes, returning students may adjust their schedule online through my.ccuniversity.edu.

Classes cannot be added for credit after the first week of the semester. The student who enrolls after the semester begins will be held responsible for work missed, with the absences counting toward the attendance standard.

After the first week of classes has been completed, any changes to a student's schedule are handled by the Registrar's Office. Students must complete a "Change in Schedule" form (available from that office) to add or drop classes or change from credit to audit status.

After the first three weeks of a semester, the instructor must sign the Change in Schedule Form before it will be accepted in the Registrar's Office. Changes in schedule become official on the date the form is received by Enrollment Services.

A student is not permitted to withdraw from a class or change to the status of auditor during the last four weeks of the semester.

In order to withdraw from all classes simultaneously, a student must complete a Withdrawal Form available from Enrollment Services. This form will require the student to notify (in person) Enrollment Services and Student Services. Failure to officially withdraw will result in a failing grade for each course.

One-Week Intensive, 2-2-2, Hybrid, and any Non-Traditional Courses

Students can add and drop these non-traditional courses online through the first day of the class meeting. Beginning on the second day, changes must be made through a Change in Schedule form through the Registrar's Office.

These non-traditional courses can be added for credit until the course meets on the second day.

After the third day of the course, the instructor must sign the Change in Schedule Form before it will be accepted in the Registrar's Office. Changes in schedule become official on the date the form is received by Enrollment Services.

A student may withdraw from a one-week intensive course within one week of the class's last meeting. If all course work is due at the end of the week of in-class meetings, withdrawal from the class is not permitted after the last day of the class.

Repeating Courses

Students may repeat courses in which they earned low or failing grades, but the credit for the course can be counted only one time. The grade earned the last time a course is taken is the grade used in computing GPA. All previous grades on repeated courses are changed to R.

Any undergraduate student may repeat a previously passed course one time and maintain financial aid eligibility for that course, assuming Satisfactory Academic Progress requirements are being met. Failed courses may be repeated until passed. Repeated coursework will count toward the student's enrollment status for the term in which the repeated course is taken and will count toward the completion rate as attempted hours.

A graduate student may use federal financial aid to repeat a course only once. The regulations on academic status and satisfactory progress apply to all students, including those who receive federal financial aid.

The MAC program requires that any student who receives below a 2.67 (B-) in any counseling course must repeat the specific course regardless of overall GPA.

Military Leave Policy

The school will make exceptions to the stated refund and course-completion policies for students who are called to active military duty during a semester. Students should contact the Registrar's Office immediately upon receiving notice to report for military duty. Full details of the policy are available from the Registrar's Office.

Medical Leave Policy

Students in good academic and financial standing who develop a medical condition that requires them to discontinue their studies may apply for Medical Leave. Applicants for Medical Leave must submit documentation of treatment, including recommendation of a physician that the student not be engaged in studies during treatment and recovery. Decisions regarding the granting of medical leave will be made by the University Registrar, the Bursar, and the Dean of the student's School/College, and may be reviewed by the College Admissions and Academic Standards Committee at the student's request.

Medical leave allows students to receive no academic or financial penalty for withdrawal. A student must have a release from his/her physician to be able to return to CCU. It must specifically state that the student has sufficiently recovered to return to study and that the previous condition will not be a hindrance.

At the time of withdrawal the University Registrar in conjunction with professors and appropriate Deans will determine the assignment of grades. Most students will receive the grade of "W" but in some cases it may be possible to assign a "passing" grade (CR) for the course. No refund will be given for courses receiving a "passing" grade.

Medical leave is normally granted for the remainder of the semester plus two additional semesters. With a doctor's release students may return sooner than two semesters. Extensions can be granted by the Admissions and Academic Standards Committee.

Academic Standing Policies

Academic standing is evaluated at the end of each semester: fall, spring, and summer for traditional undergraduate and graduate; fall and spring for CALL.

Good Standing

- An undergraduate student is in good standing with a minimum cumulative grade point average (GPA) of 2.00 or above
- A graduate student is in good standing with a minimum cumulative GPA of 2.67 or above.
- A MAC student is in good standing with a minimum cumulative GPA of 2.67 and must successfully complete a minimum of 12 credit hours over an academic year (Fall Spring, and Summer).

The university practices a policy of progressive evaluation, which permits most beginning students with academic deficiencies to stay in school for a limited number of semesters while they improve their academic skills.

Academic Probation

An undergraduate student whose cumulative GPA is below 2.0 is placed on Academic Probation. A graduate student whose semester GPA is below 2.33 or the cumulative GPA is below 2.67 or the student earns a grade of F in half or more of hours taken in one semester is placed on Academic Probation.

Students on Academic Probation have the following restrictions:

- Enrollment hours for the semester.
 - 13 hour limit for traditional undergraduates
 - 15 hour limit for CALL students
 - 9 hour limit for graduate students
- Must have an advisor approve their registration.
- May be required to repeat courses with grades of D+ or lower (undergraduates) or B- or lower (graduates).
- May be prohibited from participating in extracurricular activities such as sports and performing groups.
- Graduate students may not enroll in directed study, online courses or Extra Curricular Learning Experiences (ECLE) without permission from academic adviser and appropriate Dean.

- Graduate students will be required to complete extensions before enrolling in new courses.

Academic Suspension

Students who fail to regain good standing after one semester are placed on Academic Suspension. A student who fails all letter-graded courses during any semester will be given one Semester Suspension unless there are extenuating circumstances acceptable to the Admissions and Academic Standards Committee.

Suspension Reinstatement

Students on probation who fail to regain good standing, but who demonstrated progress toward good standing may apply for immediate suspension reinstatement.

- Undergraduate Reinstatement. Restrictions placed on these students are detailed in a Learning Contract that each student must sign. Copies of Learning Contracts are available from the Academic Support Office or the Registrar's Office. Violations of the Learning Contract will result in the dismissal of the student for the current semester. The student will be placed on Academic Suspension for the subsequent semester.

Students who are granted reinstatement must raise their cumulative GPA to 2.0 or they will be placed on one Semester Suspension. Students on suspension are not allowed to enroll in any classes for credit from CCU, including online courses.

- Graduate Reinstatement. Students who are granted reinstatement must earn a 3.0 semester GPA or raise their cumulative GPA to 2.67 or they will be placed on one Semester Suspension. Students on suspension are not allowed to enroll in any classes for credit from CCU, including online courses.

Two levels of Suspension

One Semester: The first time a student is placed on suspension it is for one semester. During that semester, the student cannot take any classes at CCU for credit, including consortium classes with CCU as the host institution. After one semester the student is eligible to return. The student will return on Academic Probation with all the restrictions that pertain to Academic Probation.

Academic Year: A student who returns to school after one semester of suspension must regain good standing or demonstrate progress toward good standing, or the student will be placed on suspension for a year. After a minimum of one academic year, the student who desires to return

must make a formal written appeal to the Admissions and Academic Standards Committee. The Committee's approval is required before the student can return as a credit student. Students returning after a year of suspension will return under the Catalog and degree requirements in effect when they enroll again. They will also return on Academic Probation with all the restrictions that pertain to Academic Probation. Letters of appeal should be sent to the Registrar's Office no later than thirty days before the beginning of the semester in which the student wishes to return.

Course Formats

Traditional Semester Courses

These courses are offered during the spring and fall semesters each year. They meet during the week for 15 weeks. If a course is a "3 hour" course, then the course meets for three credit hours per week (3 x 50 minutes) for each week of the semester. If it is a "2 hour" course, then it meets for two hours per week, and so on.

The schedule of courses provided each semester to help students register for courses may have these meeting times configured in different ways. A "3 hour" course may meet for three, separate 50 minute sessions on three separate days, it may meet on two separate days per week, or it may be scheduled to meet for one longer session on one day. (We call these "Block Classes" and they are scheduled to provide breaks during the class meeting time.) Whatever the configuration, the time spent in class is the same: 50 minutes per week for 15 weeks for each credit hour.

One-Week Intensive Courses

These courses are offered during Early Fall in August, Early Spring in January, and Summer in May. Courses meet Monday through Friday and for the equivalent class time of a 15 week semester course. (For a 3 credit course, students can expect to meet for approximately 38 hours.) Students are provided with ample break periods and lunch times. Students can opt to take these courses as a way to organize their time better, to make up credit hours, or to get ahead in their degree. Class on Monday typically starts at 10:00 a.m. unless indicated differently in the course syllabus. Start and end times for Tuesday-Friday are typically 8:00 a.m. and 5:00 p.m.

Online Courses

A selection of online courses are offered. Such courses, developed by CCU faculty, utilize electronic media to deliver via the internet a learning experience similar to the traditional classroom, but without requiring actual attendance. These courses utilize Canvas, an online

learning management system, which is used extensively throughout the University for classes of all formats. Courses usually begin and end on the same calendar as traditional on-campus courses.

Powered by Point

Thanks to the partnership between CCU and Point University, students in the greater Cincinnati area have access to a wide range of in-demand online programs that will prepare them to bring their faith into the marketplace. Students can earn an accredited associate, bachelor's, or master's degree from an established, Christian university while benefiting from the flexibility of a 100% online education.

Directed Study

Regularly enrolled students at CCU must receive permission to take courses through directed study. These types of classes taken without permission will not count toward any degree at CCU. Students should contact Registrar's Office staff to begin the process on how to receive permission for directed study credit.

Hybrid

These courses combine a semester of online learning with several days of intensive in-class meeting equaling.

Greater Cincinnati Collegiate Connection (GC3)

The cross registration program of GC3 allows CCU students the opportunity to take classes, on a space-available basis, at any of the 18 institutions. Through this program, CCU students can broaden their educational experiences and opportunities. GC3 was formerly known as Greater Cincinnati Consortium of Colleges and Universities (GCCCCU).

GC3 taps the collective power of higher education in Greater Cincinnati to strengthen every aspect of our regional economy, culture and quality of life and make a lasting difference in every life we touch. With a workforce of more than 18,000 professionals, GC3 serves more than 138,000 students and delivers more than \$2 billion in annual economic impact to the region. Through cross-registration, professional development and other programs, GC3 connects 18 premier colleges and universities to the region's corporate, government and civic leaders and positions Greater Cincinnati as one of the nation's leading hubs for higher education excellence.

The GC3 is not designed for students to earn a degree at another institution. Cross registration for classes in participating institutions beginning with the student and academic advisor identifying an appropriate course at one of the institutions in GC3 and then begin the paperwork with the Registrar's Office staff. Grades from GC3 classes will be calculated in a student's GPA.

Internships

Russell School of Ministry

The BA or BS in Christian Ministry degrees (Preaching & Congregational Ministry, Youth & Children's Ministry, Worship Leadership, and General Ministry) require that a student complete 9 hours of an internship. The Teaching Church Program prepares these students for leadership in vocational ministry through a progressive pathway summarized below:

Year 1: During the Fall semester, students are placed in smaller cohorts to visit and observe within a selection of Teaching Churches. During the Spring semester, class material focuses primarily on practices of ministry, and each student is assigned to attend and serve within a specific Teaching Church for more focused observation and service.

Year 2: Students continue to serve within their Teaching Church while taking Core Ministry courses that require them to complete one or more field assignments under the joint supervision of CCU faculty and Teaching Church staff. Students also complete a more robust "practicum" Ministry Core course assignment within their church during the Spring semester that helps them further identify a specifically chosen ministry focus.

Year 3: Students continue in specific Ministry Core courses each semester that allow them to serve and complete further field projects while volunteer time increases within their Teaching Churches. Special preparation also begins for the resident internship which students will have during the senior year with establishments of learning goals and expectations.

Year 4: Students are engaged in a robust, 20-hour-per-week internship within their Teaching Church. This is a compensated role by the church given the required investment of time.

The BS in Urban & Intercultural Studies degree also requires a 9-hour internship experience which is developed cooperatively between the student, the adviser, and the on-site supervisor.

Option 1: A 7-month supervised field experience typically spread over the Spring semester and summer or summer and Fall semester.

Option 2: An immersive supervised field experience with BLOC Ministries near CCU's campus spread over 4 semesters.

Option 3: A 3-month immersive supervised field experience.

School of Business

A business internship is a degree requirement for business management majors to help you gain “real-world” experience and should be taken within your concentration when possible. A business internship can be a 3-month or 7-month experience; typically a 3-month internship (120 hours) is 10 hours per week over 12 weeks; a 7-month internship (240 hours) is 10 hours per week over 24 weeks. The National Association of Colleges and Employers defines internships as follows:

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (NACE, 2011).

The internship experience is a supervised experience which can be compensated and uncompensated. The business internship is an agreement between the student, internship site, site supervisor, and CCU to:

- Advance your business competencies, such as your ability to express and apply the business concepts you learned in the CCU classroom.
- Analyze and apply solutions to issues that arise within the business environment.
- Gain novel insight and experience in the business world adding to your knowledge and skills.

Throughout the entire process, a core foundation is application of Christian ethics in the world of business.

These and other learning outcomes are achieved through various forms of assessment: Weekly Reflections, Book Reviews, Internship Reports and Presentations. For more information, review the School of Business Internship Manual.

Class Attendance

Since much of the education process occurs in the interactions of students and faculty with the curriculum, student attendance at class is required. Students with more than two weeks of

absences in a particular course, regardless of the course format, will receive the grade of “FA” (failure due to absences) in the class.

A student in a three-hour course that meets on three separate days would have six absences before failing the class. On the seventh miss, the student would receive the grade of “FA”. Two-hour classes that meet two days a week would have four absences, with the fifth absence resulting in the grade of “FA.” A student who misses more than two sessions of a one-day-a-week “block class” would fail the class due to absences on any additional absence from all or part of the class. Students who reach this level prior to the last four weeks of the semester may withdraw from the class and receive a “W” for the class.

When a student is failed in a course due to absences, reinstatement in the class is allowed only when the student’s absences were for legitimate reasons (e.g., illness, family emergency, college-sponsored travel). Reinstatement may also come with substantial penalties, including extra work or deduction in grade. An Application for Reinstatement is included in the email notification to the student from the Registrar’s office.

Students whose absences result entirely from school-sponsored travel and who follow the appropriate procedures (prior communication with instructor by student and coach or faculty sponsor as well as completion of any makeup assignments given by the instructor) may not be required to go through the reinstatement process (at the discretion of the instructor).

Students are required to keep records of each absence. Students applying for reinstatement must submit documentation about each absence.

A student should be aware that faculty members may penalize students for class absences prior to the two-week limit. Read the individual course syllabus for statements of such penalties. Absences within the allowed limits are not an entitlement for students. They should not be viewed as “personal days” but as “sick days.”

Coming to class late or leaving class early, without prior notification to the professor, may be counted as an absence. Penalties for tardiness or leaving early will be determined by the individual faculty member. See the individual course syllabus for specific information.

Graduation Requirements

In addition to the graduation procedures listed in the University Academic Information section, the following requirements apply to all students.

The University will award a diploma to any student who has completed the program and Spiritual Development requirements for a degree, complied with the other academic requirements and standards of conduct and discipline as described in the CCU Student Handbook and been granted final approval by the faculty and Board of Trustees.

- A cumulative GPA of 2.0 is required for undergraduate candidates for graduation.
- A cumulative GPA of 2.67 and a major GPA of 3.0 is required for graduate candidates for graduation.
- Only courses with a grade of C- or above (graduate programs) or B- or above (MAC program) will apply to the completion of a degree.

Degree Time Limits

The University recognizes that not all students will be able to complete all degree requirements in the normal time frame suggested. The University has no specific time limitations for completion of degrees, but these guidelines are suggested.

Undergraduate Degrees

Generally, Associate degrees should be completed within four years and Baccalaureate degrees within eight years.

When changes in existing degree programs are announced, students working under the current degree requirements must complete their degrees within the normal time frame plus one year. For example, a BS degree candidate in the third year of a program would have two more years to complete the requirements under the original program. If the degree is not complete within this time frame, the student would be required to satisfy the new degree requirements. Current students who do not enroll for three consecutive semesters will return under the catalog requirements in force when they are readmitted.

Graduate and MAC Degrees

The maximum period of time for a student to fulfill all degree requirements, including the degree's capstone learning experience is:

- MAR: eight (8) years
- MDiv: ten (10) years
- MAC: six (6) years

Students who take longer than the maximum period allowed, or over five years to complete a thesis, must petition the faculty for an extension of time.

The petition may be:

- Granted with no penalty.
- Granted with conditions, such as the stipulation that the student must apply for re-admission into his/her program. If re-admission is granted, the student will be subject to the current catalog and may expect to take additional course work.
- Denied.

Students who have interrupted their course work for four consecutive semesters or more will have their credit hours evaluated by the following guidelines:

- The student must apply for re-admission.
- The student's course of study must meet the requirements of the catalog that is in use at the time of re-admission.
- The student must meet all course work and research requirements for the new degree.
- Previous courses will be evaluated as transfer credit if they are more than ten years old. (See "Transfer of Credit.")
- Courses taken within the ten years prior to being admitted to a new degree program may be used toward the degree requirements if they meet a requirement for the new degree.
- Students enrolling under these circumstances must develop with their advisor at the time of their first enrollment a plan to complete their degree in a timely manner. The proposal must be approved by (1) the student's advisor, the department chair, or the field chair and (2) the relevant Dean.

Undergraduate Graduation Honors

Graduating seniors are eligible for honors if they have completed 60 or more hours of coursework at CCU and have a minimum cumulative grade point average (GPA) of 3.67 or above. Honors are calculated on the basis of class rank within the graduating class. Honors are calculated in the Spring Semester before final grades are recorded. Earned hours and GPA qualifications must be met at the time honors are calculated. Honor designations will not be changed after final grades are recorded.

The top 5% of the graduating class will graduate summa cum laude. The next 5% will be awarded the honor of magna cum laude. The next 5% will be awarded honors of cum laude.

Not all students with a minimum GPA of 3.67 will necessarily be awarded honors. Only the top 15% will receive honors. A student in the top 15% but with a cumulative GPA below 3.67 will not be awarded honors.

Class ranking and determination of honors will be calculated separately for those Bachelor degree students who earn degrees through the traditional format and for those completing through the Center for Adult Learning and Leadership (CALL). Honor graduates will be indicated on the commencement program and by wearing of honor cords of designated colors.

An invitation for membership in the Delta Aleph Tau Society is extended to graduating seniors earning degrees through the traditional program who have earned at least ninety of their hours at CCU and whose overall grade point average is 3.67 or higher. The student must also meet the character requirements.

Class Representative

One student from the traditional undergraduate program and one student from the CALL program may be chosen by the respective faculty/administration of the programs to represent their class as a speaker at the commencement program.

Graduate Degree Capstone Requirements

Each graduate degree includes a capstone learning experience as an important final stage in the student's progress. Capstone learning experiences are designed to create an occasion for the student to synthesize his or her learning, and thus are typically required in the final stages of a degree. Capstone experiences are different for each degree, and anticipate the professional needs of the student after graduation.

Graduate Degree Portfolio

Through the course of their program, students will produce a portfolio of work based on course experiences and assignments. The portfolio will also include assessments by coaches involved in coaching courses. This portfolio will be reviewed by the student and faculty members in the context of an oral examination.

Master of Arts in Counseling Capstone Requirements

MAC Comprehensive Examination

Each MAC student must successfully complete the Counselor Preparation Comprehensive Exam (CPCE) prior to graduation. The CPCE is group administered on the CCU campus and is provided through the Center of Credentialing & Education (CCE), an affiliate of the National Board of Certified Counselors (NBCC). This exam serves as a capstone project, demonstrating competency and mastery of the learning objectives of the MAC program. The exam consists of eight core content areas:

1. Professional Orientation & Ethical Practice
2. Social & Cultural Diversity
3. Human Growth & Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research & Program Evaluation

Students must score greater than the overall national average plus the standard error of measure. The CPCE is group administered in the student's final semester in the MAC program; administration dates are announced at least one semester prior to the student's final semester.

MAC Internship

Each student must complete an internship experience (two semesters minimum) in which at least 600 hours of counseling services (of which 240 hours are of direct client service) is provided. Internships are served in faculty approved settings in which students provide clinical mental health services, including diagnosis and treatment planning under supervision.

Undergraduate Degree Descriptions, Outcomes & Requirements

All college students at CCU take a core set of courses designed to provide a well-informed and coherent biblical worldview. Each of the courses listed in our Biblical Studies Core is designed to provide a critical contribution to the establishment and application of that worldview.

Similarly, courses listed in our Arts & Sciences Core are designed to provide a strong foundation for critical thinking and integration of basic information.

Biblical Studies Core – Business, Education, English, Humanities, Psychology Degrees

Students whose majors are business, education, English, humanities or psychology take an 18 hr (six courses) minor in biblical studies, specifically designed for them to engage the teachings of the Bible in practicable ways for personal life and professional leadership. These courses are spread throughout the four-year degree process and are designed to interact with different stages of student development. The overarching goal of this curriculum is to engage students in a transformational relationship with the Bible's timeless truths, values, and principles brought into dialogue with the moments of their lives. (Some programs do additional hours beyond the minor.)

The Outcomes for the Biblical Studies Minor:

1. Students can describe how events narrated in the Bible participate in God's historical activity to redeem humanity.
2. Students can describe how given historical events narrated in the Bible present timeless truths relevant to contemporary life.
3. Students can describe the relationship between biblical teachings about God and Christian ethics and practices.
4. Students can interact with contemporary social issues from an informed biblical perspective.

Ministry Degrees

Students who are pursuing any of the ministry degrees, will take a major in biblical studies. Ministry students who take the 126 hr BA degree, will take 48 hours of biblical studies courses in which they will study one of the Bible's original languages (Greek or Hebrew). Ministry students who take the 120 hr BS degree in Ministry will take 42 hours of biblical studies courses. The difference, therefore, between the BA and the BS degrees is that the BA is granted to students who complete courses in one of the Bible's original languages. The biblical studies curriculum for Ministry majors is designed to provide students with a graduated development moving towards becoming proficient in studying and teaching from the Bible.

BA in Biblical Studies Degree

The BA in Biblical Studies is the premier biblical studies program at CCU and students may take between 69 hours and 75 hours of biblical studies courses. The courses in this program include all the courses taken by the ministry majors above, with options for original language or public theology tracks, or both. It builds from the proficiency of the core of courses taken by ministry majors to expertise through taking advanced and more focused courses in biblical studies. Students taking the BA in Biblical Studies may use the degree for ministry preparation (with

optional internship) or as a classic arts degree in preparation for other professions that require people to be critically minded, historically and socially aware, and biblically grounded.

Outcomes for the Biblical Studies Majors

1. Can describe how individual events in the biblical narrative participate in the broader narrative of God's activity in history.
2. Can describe the cultural situation of given biblical authors and how that informs the construction of the ideas presented in the literature of the Bible.
3. Can describe the critical processes by which one arrives at a lived theology through dialogue with biblical literature.
4. Can describe how biblical literature informs Christian response to public issues.

Arts & Sciences Core – 39 hours of course work identified as foundational to accomplish stated objectives.

Expected Learning Outcomes for Arts & Sciences Core

- Communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- Adeptly utilize modern research, writing, and technological tools
- Identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- Employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- Demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Foster School of Biblical Studies, Arts & Sciences

BA in Biblical Studies (120 hours)

Description

CCU offers the BA in Biblical Studies to students who want to excel in their understanding of the Bible and acquire an Arts degree that will prepare them for biblically based critical thinking in preparation for a range of career and ministry choices. When you take this degree, you discover the social, historical, ideological and theological environments in which the various texts of the Bible were written; you learn to translate the Bible from its original languages; you learn both fundamental and advanced principles and methods of biblical interpretation; you learn to critically evaluate theological conclusions and to present a coherent theology grounded in historical and linguistic realities; and you are taught how to critically evaluate contemporary culture and engage it from a well-informed biblical foundation. Furthermore, you are coached to become a good writer and communicator of your ideas, and to present your learning in a well-reasoned and compelling manner.

Expected Learning Outcomes

- Interact with the biblical text using a well-informed interpretive model.
- Translate selected Greek or Hebrew Biblical texts.
- Demonstrate awareness of the processes by which theological ideas and actions emerge from the biblical texts.
- Demonstrate competence in college-level research and writing in the field of Biblical Studies in compliance with MLA or SBL style guides.

BA in Biblical Studies (120 hours)

Arts & Sciences (45 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Theological Ethics in the Novel	3 hrs
Theological Themes in Film	3 hrs
Literary Theory & Criticism	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Political Theories	3 hrs

Social Psychology	OR	
People, Places & Cultures of the World		3 hrs
Introductory Sociology		3 hrs
Public Speaking		3 hrs

Biblical Studies (30 hrs)

Origins/People of God: Emergence of Israel	3 hrs
Origins/People of God: Jesus & Church	3 hrs
Pentateuch: Teachings & Perspectives	3 hrs
Prophets: Teachings & Perspectives	3 hrs
Wisdom: Teachings & Perspectives	3 hrs
Jesus & the Gospels	3 hrs
Paul & His Letters	3 hrs
Christian Belief & Practice 1	3 hrs
Biblical Exegesis & Hermeneutics	3 hrs
Seminar on the Bible & Culture	3 hrs

Biblical Languages (12 hrs)

New Testament Greek 1 & 2	
OR Biblical Hebrew 1 & 2	6 hrs
Greek Exegesis electives	
OR Hebrew Exegesis electives	6 hrs

Biblical Studies Major (27 hrs)

Biblical Studies Tutorial	3 hrs
Pentateuch or Wisdom Elective	3 hrs
Prophet Elective	3 hrs
Gospel Elective	3 hrs
Pauline Epistles Elective	3 hrs
Introduction to Public Theology	3 hrs
Public Theology Elective	3 hrs
Biblical or Theological Studies Electives	6 hrs

Open Electives (6 hrs)

BA in Biblical Studies, Concentration in Public Theology (120 hours)

Description

The BA in Biblical Studies with a Concentration in Public Theology is offered to students who want to excel in their understanding of the biblical text in its own right, along with how biblical ideas and values dialogue with today's contemporary culture. The degree will prepare students for biblically based, critical thinking in preparation for a wide range of careers in leadership and service both in Christian ministry as well as in civic leadership and service. This degree provides learning experiences about the social, historical, ideological and theological environments in which the various texts of the Bible were written; engaging current social issues and the arts, exploring their histories, their values and influences in today's culture; discovering how the Christian faith enters the public sphere in a meaningful way.

Expected Learning Outcomes

- Interact with the biblical text using a well-informed interpretive model.
- Demonstrate awareness of the processes by which theological ideas and actions emerge from the biblical texts.
- Describe the key features of a redemptive dialogue between the Church and its culture, and analyze sample communicative acts of Church-Culture engagement.
- Demonstrate competence in college-level research and writing in the field of Biblical Studies in compliance with MLA or SBL style guides.

BA in Biblical Studies, Concentration in Public Theology (120 hours)

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Theological Ethics in the Novel	3 hrs
Literary Theory & Criticism	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Introductory Sociology	3 hrs
Social Psychology	OR
People, Places & Cultures of the World	3 hrs
Public Speaking	3 hrs

Biblical Studies (30 hrs)

Origins/People of God 1	3 hrs
Origins/People of God 2	3 hrs
Pentateuch: Teachings & Perspectives	3 hrs
Prophets: Teachings & Perspectives	3 hrs
Wisdom: Teachings & Perspectives	3 hrs
Jesus & the Gospels	3 hrs
Paul & His Letters	3 hrs
Christian Belief & Practice 1	3 hrs
Biblical Exegesis & Hermeneutics	3 hrs
Seminar on the Bible & Culture	3 hrs

Biblical Studies Major & Public Theology Concentration (42 hrs)

Biblical Studies Tutorial	3 hrs
Pentateuch or Wisdom Elective	3 hrs
Prophet Elective	3 hrs
Gospel Elective	3 hrs
Pauline Epistles Elective	3 hrs
Introduction to Public Theology	3 hrs
Public Theology Electives	9 hrs
Theological Themes in Film	3 hrs
Political Theories	3 hrs
Biblical or Theological Studies Electives	9 hrs

Open Electives (9 hrs)

BA in English (120 hours)

Description

The BA in English offers students at CCU the opportunity to earn a liberal arts degree that focuses on literature and writing and teaching students to analyze both text and context. The study of literature covers both genre-based and specialized courses. Writing classes deal with strengthening basic skills as well as developing creative abilities. Other aspects of the field, such as drama, film, and literary theory are also included. In addition, the BA in English can be combined with a minor in Communication Arts that offers additional range in areas of journalism and includes an internship. Those who complete the program are equipped to work in editing, especially with a Christian publishing company, as well as to work in areas connected to public relations and marketing. The BA in English is also a good foundational degree for advanced study in many areas, including literature, rhetoric, philosophy, and law.

Expected Learning Outcomes (with or without Communications Minor)

- Demonstrate the ability to gain insight into a text through close reading and application of appropriate critical techniques.
- Communicate effectively and creatively in various written and oral forms.
- Express knowledge of uniqueness and overlap in the four major genres of literature: drama, fiction, nonfiction, and poetry.
- Evaluate both film and literature in performance in terms of both quality and message.
- Demonstrate clear understanding of significant movements and issues in literary theory.
- Conduct effective research in literature and produce insightful responses to both text and context.

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies (24 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs

English Major (36 hrs)

Introduction to Short Fiction	3 hrs
Introduction to Poetry	3 hrs
Survey of Dramatic Literature	3 hrs
Drama Production & Performance	3 hrs
Literary Theory & Criticism	3 hrs
Literature Elective	3 hrs
Creative Writing Elective	3 hrs
ENGL or COMM Electives	15 hrs

Open Electives (21 hrs)

BA in Humanities, Interpreter Training Program (120 hours)

Cooperative Program with Cincinnati State

Degree Summary

This BA degree is a collaboration with Cincinnati State Technical and Community College. The courses taken at Cincinnati State provide the foundation for interpreter training and lead to an Associate of Arts degree from Cincinnati State. CCU provides the requirements for the Bachelor's degree as well as the religious component of Interpreter Training. CCU does this through specialized courses in Interpreter Training as well as through offering a set of courses in Biblical & Theological Studies and Arts & Sciences.

Interpreter Training Outcomes

- Accurate interpreting of voice to sign and sign to voice communication
- Understand the culture of the deaf population
- Develop networks for meeting the needs of the deaf population
- Communicate the Gospel accurately to the deaf population

Arts & Sciences (36 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Business Math (at Cincinnati State)	3 hrs
Natural Science Elective	3 hrs
Introductory Psychology	3 hrs
Computer Elective (at Cincinnati State)	3 hrs

Biblical & Theological Studies (24 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs

Interpreter Training Core (56 hrs)

Ministry with Deaf People	1 hr
Beginning ASL 1 & 2	6 hrs

The remaining courses are taken at Cincinnati State.

Psychological Aspects of Deafness	2 hrs
Deaf Culture & Heritage	2 hrs
Legal Issues of Deafness	1 hr
Introduction to the Interpreting Profession	2 hrs
Fingerspelling & Numbers	2 hrs
Intermediate ASL 1 & 2	6 hrs
Religious Interpreting	2 hrs
Educational Interpreting	2 hrs
Intermediate Assessment	1 hr
Intra-lingual Skills Development	3 hrs
Advanced ASL 1 & 2	6 hrs
Adv Interpreting: Sign to Voice 1 & 2	6 hrs
Interpreting in Specialized Settings	4 hrs
Transliterating	3 hrs
Professionalism & Interpreting	1 hr
Interpreting Practicum 1 & 2	6 hrs

Open Electives (4 hrs)

BA in Humanities with a Minor (120 hours)

Description

The Bachelor of Arts in Humanities with a Minor allows the student to develop an interdisciplinary foundation for a wide range of professional and academic applications. The Biblical Studies courses provide the student with a robust approach to a coherent biblical worldview, as well as the essential tools needed to study the biblical text, and analyze claims made about the Bible. The Arts & Sciences core builds the foundational skills for critical thinking, effective communication with a clear understanding of society, culture and history. Each minor allows the student to develop a deeper understanding of the subject or lay the foundation for later specialization.

Expected Learning Outcomes

Arts & Sciences

- Communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English.
- Adeptly utilize modern research, writing, and technological tools.
- Identify decisive events and ideas in the human experience and assess their influences on modern culture and thought.
- Employ critical and creative thinking, mathematic, and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities.
- Demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview.

Biblical Studies

- Exegete biblical literature using basic interpretive principles.
- Articulate coherent grasp of key theological ideas.
- Articulate coherent understanding of the foundational narrative of biblical Israel.
- Articulate a coherent understanding of the foundational narrative of the life of Christ and beginnings of the Church.

BA in Humanities, Business Minor

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Studies Electives	6 hrs

Business Minor (18 hrs)

Microeconomics	3 hrs
Managing & Leading Organizations	3 hrs
Organizational Communication	3 hrs
Intro to Entrepreneurship	3 hrs
Business Electives	6 hrs

Open Electives (33 hrs)

BA in Humanities, Communication Arts Minor (120 hours)

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Studies Electives	6 hrs

Communication Arts Minor (27 hrs)

Introduction to Communication Arts	3 hrs
Communication Arts Design/Development	3 hrs
Student Newspaper 1 & 2	6 hrs
Public & Internal Communication	3 hrs
Drama Production & Performance	
OR Teaching Elective	3 hrs
Creative Writing Elective	3 hrs
Production Elective	3 hrs
Communication Arts Internship	3 hrs

Open Electives (24 hrs)

BA in Humanities, History Minor (120 hours)

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Studies Electives	6 hrs

History Minor (18 hrs)

Ancient Near Eastern History	3 hrs
Classical Greek & Roman History	3 hrs
U.S. History 1 & 2	6 hrs
History Electives	6 hrs

Open Electives (33 hrs)

BA in Humanities, Music & Worship Minor (120 hours)

Arts & Sciences Core (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies Core (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Electives	6 hrs

Music & Worship Minor (18 hrs)

Vocal Methods 1	1 hr
Worship Ensemble (2 semesters)	2 hrs
Performing Ensembles	2 hrs
Practical Theory 1	3 hrs
Worship Leadership	3 hrs
Music Team Leadership	3 hrs
Methods Elective	1 hr
Music & Worship Electives	3 hrs

Open Electives (33 hrs)

BA in Humanities, Psychology Minor (120 hours)

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs
Social or Behavioral Sciences Electives	3 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Studies Electives	6 hrs

Psychology Minor (27 hrs)

Theories of Psychotherapy	3 hrs
Developmental Psychology	3 hrs
Research in the Behavioral Sciences 1	3 hrs
Social Psychology	3 hrs
Psychology & the Bible Seminar	3 hrs
Psychology Electives	12 hrs

Open Electives (24 hrs)

BA in Humanities, Psychology Minor (120 hours)

Criminal Justice Concentration

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs
Introductory Sociology	3 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Studies Electives	6 hrs
(Recommend: Public Theology)	

Psychology Minor (27 hrs)

Theories of Psychotherapy	3 hrs
Developmental Psychology	3 hrs
Research in the Behavioral Sciences 1	3 hrs
Social Psychology	3 hrs
Psychology & the Bible Seminar	3 hrs
Psychology Electives	12 hrs
(Recommend: Abnormal Psychology; Applied Psychology)	

Criminal Justice Concentration (18 hrs) (Courses taken online through Point University)

Criminal Justice	3 hrs
Criminology	3 hrs
Social Problems	3 hrs
Professionalism & Ethics/Criminal Justice	3 hrs
Conflict Management	3 hrs
Criminal Law	3 hrs

Open Electives (6 hrs)

(Recommend: Advanced Communication; Introduction to Constitutional Law)

BA in Humanities, Social & Cultural Studies Minor (120 hours)

Arts & Sciences (39 hrs)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Public Speaking	3 hrs
History of Christianity in Western World	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	6 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Seminar in the Bible & Culture	3 hrs
Biblical/Theological Studies Electives	6 hrs

Social & Cultural Studies Minor (18 hrs)

Cross-Cultural Communication	3 hrs
Introductory Sociology	3 hrs
Practical Anthropology & Lab	3 hrs
Public Theology	3 hrs
Social & Cultural Studies Electives	6 hrs

Open Electives (33 hrs)

BA in Humanities, Urban & Intercultural Studies Minor (120 hrs)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs
Humanities Electives	6 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Biblical/Theological Studies Electives	6 hrs
Seminar in the Bible & Culture	3 hrs

Urban & Intercultural Studies Minor (18 hours)

Intro to Urban & Intercultural Ministry	3 hrs
Preparing for Intercultural Ministry	3 hrs
Cross-Cultural Communication	3 hrs
Living Cross-Culturally	3 hrs
Urban & Intercultural Studies Elective	3 hrs
Practical Anthropology & Lab	3 hrs

Open Electives (33 hours)

BA in Humanities, Youth & Children's Ministry Minor (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Social or Behavioral Sciences Electives	6 hrs
Humanities Electives	6 hrs

Biblical & Theological Studies (30 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Theological Themes in Film	3 hrs
Theological Ethics in the Novel	3 hrs
Biblical/Theological Studies Electives	6 hrs
Seminar in the Bible & Culture	3 hrs

Youth & Children's Ministry Minor (18 hrs)

Introduction to Ministry	3 hrs
Methods of Ministry w/Children & Adol	3 hrs
Christian Education for Adolescents	3 hrs
Child & Adolescent Psychology	3 hrs
Global/Urban/Intercultural Youth Ministry	3 hrs
Youth Ministry Capstone	3 hrs

Open Electives (33 hrs)

AA Communication Arts (66 hours)

The Communication Arts Minor is a generalist program for those interested in the different aspects of the field, including creative writing, drama, journalism, and public relations.

Arts & Sciences (24 hrs)

College English 1 & 2	6 hrs
Public Speaking	3 hrs
History of the Restoration Movement	3 hrs
Humanities Elective	3 hrs
Mathematics Elective	3 hrs
Natural Science Elective	3 hrs
Social & Behavioral Sciences Elective	3 hrs

Biblical & Theological Studies (18 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Introduction to Public Theology	3 hrs

Communication Arts Core (24 hrs)

Introduction to Communication Arts	3 hrs
Communication Arts Design/Development	3 hrs
Student Newspaper 1 & 2	6 hrs
Creative Writing Elective	3 hrs
Communication Arts Elective	3 hrs
Public & Internal Communication	3 hrs
Drama Production & Performance	
OR Teaching Elective	3 hrs

AA in Humanities (60 hours)***Arts & Sciences (36 hours)***

College English 1 & 2	6 hrs
Public Speaking	3 hrs
History of the Restoration Movement	3 hrs
Humanities Electives	12 hrs
Mathematics Elective	3 hrs
Natural Science Elective	3 hrs
Social & Behavioral Sciences Electives	6 hrs

Biblical & Theological Studies (18 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Introduction to Public Theology	3 hrs

General Electives (6 hrs)

AA in Deaf Studies (67 hours)

Cooperative Program with Cincinnati State

Expected Outcomes

Deaf Studies

- Accurate interpretation of voice to sign and sign to voice communication SIT1
- Understanding the culture of the deaf population SIT2
- Developing networks for meeting the needs of the deaf population SIT3
- Communicating the Gospel accurately to the deaf population SIT4

Arts & Sciences (21 hrs)

College English 1 & 2	6 hrs
Public Speaking	3 hrs
History of the Restoration Movement	3 hrs
Humanities Elective	3 hrs
Mathematics Elective	3 hrs
Natural Science Elective	3 hrs

Biblical & Theological Studies (18 hrs)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Introduction to Public Theology	3 hrs

Deaf Studies Professional Core (28 hrs)

Ministry with Deaf People	1 hr
Beginning ASL 1 & 2	6 hrs

The remaining courses are taken at Cincinnati State.

Psychological Aspects of Deafness	2 hrs
Deaf Culture & Heritage	2 hrs
Legal Issues of Deafness	1 hr
Introduction to the Interpreting Professional	2 hrs
Fingerspelling & Numbers	2 hrs
Intermediate ASL 1 & 2	6 hrs
Religious Interpreting	2 hrs
Educational Interpreting	2 hrs
Interpreting Elective	2 hrs

Russell School of Ministry

The Teaching Church Program

The Teaching Church Program is an innovative partnership between Cincinnati Christian University and the local church.

Unique in design, this creative educational program allows undergraduate ministry majors to learn through both traditional classroom instruction and progressive field experience, culminating in a substantial, church-based, paid internship. Special co-curricular elements further complement the educational process.

While preparation for ministry needs to be rooted in strong foundational study, the fast pace of change requires that preparation for the practice of ministry be constantly refreshed. The Teaching Church Program allows students to develop skills and competencies within a contemporary church setting. Greater Cincinnati model churches offer vibrant laboratories in which students learn and grow.

The Teaching Church Program is an integral part of all Ministry majors with the exception of the Urban & Intercultural Studies major.

Preaching & Congregational Ministry Expected Outcomes

- Explore personal giftedness and calling for ministry through use of assessment tools and spiritual reflection
- Develop spiritual disciplines necessary for healthy formation in Christian life and leadership
- Apply biblical and theological understanding as an essential foundation for all vocational ministry
- Demonstrate understanding of common general practices in vocational ministry (e.g. preaching and teaching, pastoral care and counseling, church leadership and administration, weddings and funerals, evangelism and discipleship, baptism and ordination, etc.)
- Exhibit a perspective for vocational leadership that is enriched by the liberal arts and sciences
- Articulate an understanding of the Christian faith that is rooted in a distinct biblical worldview
- Demonstrate effective ability to communicate and apply Scripture to life through preaching

Youth & Children's Ministry Expected Outcomes

- Explore personal giftedness and calling for ministry through use of assessment tools and spiritual reflection
- Develop spiritual disciplines necessary for healthy formation in Christian life and leadership

- Apply biblical and theological understanding as an essential foundation for all vocational ministry
- Demonstrate understanding of common general practices in vocational ministry (e.g. preaching and teaching, pastoral care and counseling, church leadership and administration, weddings and funerals, evangelism and discipleship, baptism and ordination, etc.)
- Exhibit a perspective for vocational leadership that is enriched by the liberal arts and sciences
- Articulate an understanding of the Christian faith that is rooted in a distinct biblical worldview
- Demonstrate effective ability to lead and provide ministry to the unique developmental needs of youth, children, and their families

General Ministry Expected Outcomes

- Explore personal giftedness and calling for ministry through use of assessment tools and spiritual reflection
- Develop spiritual disciplines necessary for healthy formation in Christian life and leadership
- Apply biblical and theological understanding as an essential foundation for all vocational ministry
- Demonstrate understanding of common general practices in vocational ministry (e.g. preaching and teaching, pastoral care and counseling, church leadership and administration, weddings and funerals, evangelism and discipleship, baptism and ordination, etc.)
- Exhibit a perspective for vocational leadership that is enriched by the liberal arts and sciences
- Articulate an understanding of the Christian faith that is rooted in a distinct biblical worldview
- Demonstrate effective ability to provide ministry within diverse areas of ministry leadership

BA in Christian Ministry (126 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Ancient History Elective	3 hrs
Philosophy Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs
Behavioral Science Elective	3 hrs
Public Speaking	3 hrs

Biblical & Theological Studies (48 hours)

Origins/People of God 1	3 hrs
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Origins/People of God 2	3 hrs
Pentateuch: Teachings & Perspectives	3 hrs
Prophets: Teachings & Perspectives	3 hrs
Wisdom: Teachings & Perspectives	3 hrs
Jesus & the Gospels	3 hrs
Paul & His Letters	3 hrs
Christian Belief & Practice 1	3 hrs
Christian Belief & Practice 2	3 hrs
Biblical Exegesis & Hermeneutics	3 hrs
Seminar on the Bible & Culture	3 hrs
Christian Apologetics	3 hrs
Biblical or Theological Studies Elective	3 hrs
New Testament Greek 1 & 2	
OR Biblical Hebrew 1 & 2	6 hrs
Greek Exegesis	
OR Hebrew Exegesis	3 hrs

Ministry Core (27 hours)

Introduction to Ministry 1: Calling	3 hrs
Introduction to Ministry 2: Practices	3 hrs
Organizational Leadership	3 hrs
Case Studies & Problem Solving	3 hrs
Advanced Spiritual Formation	3 hrs
Ministry Internship 1	4.5 hrs
Ministry Internship 2	4.5 hrs
Ministry Elective	3 hrs

Ministry Concentration (12 hours)

Preaching & Congregational Ministry

Biblical Preaching & Teaching	OR
Principles & Practices of Teaching Adults	3 hrs
Preaching Electives	6 hrs
Basic Counseling Skills	3 hrs

Youth & Children's Ministry

Child & Adolescent Psychology	3 hrs
Christian Education for Adolescents	OR
Principles & Practices of Teaching Children	3 hrs
Youth & Children's Ministry Elective	3 hrs
Ministry Elective	3 hrs

General Ministry

Biblical Preaching & Teaching	3 hrs
Ministry Electives	9 hrs

BS in Christian Ministry (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Ancient History Elective	3 hrs
Philosophy Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs
Behavioral Science Elective	3 hrs
Public Speaking	3 hrs

Biblical & Theological Studies (42 hours)

Origins/People of God 1	3 hrs
Origins/People of God 2	3 hrs
Pentateuch: Teachings & Perspectives	3 hrs
Prophets: Teachings & Perspectives	3 hrs
Wisdom: Teachings & Perspectives	3 hrs
Jesus & the Gospels	3 hrs
Paul & His Letters	3 hrs
Christian Belief & Practice 1	3 hrs
Christian Belief & Practice 2	3 hrs
Biblical Exegesis & Hermeneutics	3 hrs
eTools for Biblical Languages & Research	3 hrs
Seminar on the Bible & Culture	3 hrs
Christian Apologetics	3 hrs
Biblical or Theological Studies Elective	3 hrs

Ministry Core (27 hours)

Introduction to Ministry 1: Calling	3 hrs
Introduction to Ministry 2: Practices	3 hrs
Organizational Leadership	3 hrs
Case Studies & Problem Solving	3 hrs
Advanced Spiritual Formation	3 hrs
Ministry Internship 1	4.5 hrs
Ministry Internship 2	4.5 hrs
Ministry Elective	3 hrs

Ministry Concentration (12 hours)

Preaching & Congregational Ministry

Biblical Preaching & Teaching	OR	
Principles & Practices of Teaching Adults	3 hrs	

Preaching Electives	6 hrs
Basic Counseling Skills	3 hrs

Youth & Children's Ministry

Child & Adolescent Psychology	3 hrs
Christian Education for Adolescents	OR
Principles & Practices of Teaching Children	3 hrs
Youth & Children's Ministry Elective	3 hrs
Ministry Elective	3 hrs

General Ministry

Biblical Preaching & Teaching	3 hrs
Ministry Electives	9 hrs

BS in Worship Leadership (120 hours)

Description

Students who complete the Worship Leadership program are spiritually-formed and capable at planning, producing, and leading corporate worship with confidence and skill. A graduate has vocal skills, as well as training in keyboard, guitar and technology, to work with a broad range of instruments and styles from various historical and global worship traditions. Competent in digital technology and ready to be a leader in collaboration with other worship artists, graduates are likewise experienced in and have a solid biblical foundation for ministry.

Expected Learning Outcomes

General Ministry

- Develop personal and spiritual disciplines of a Christ follower.
- Develop the skills and habits helpful toward reproducing Christ in others.
- Understand the Scriptures accurately, with the tools to be a lifelong learner.
- Develop a personal worldview that is Christ-centered and culturally aware.
- Follow Christ in love and service, and shepherd people holistically.
- Able to communicate effectively across cultural barriers.
- Develop strategies and systems for building team vision and delivering healthy communication.
- Demonstrate effective time management and personal priorities.

Worship Leadership

- Presenting the Scriptures accurately with an informed biblical foundation for worship leadership.
- Proficient skills in musicianship and in musical leadership.
- Working knowledge of all aspects of worship production, from theology to technology.
- Strong collaborative skills and methods to work with and through teams of artists, with experience in planning and producing dynamic worship experiences.
- Thoroughly familiar with contemporary worship music, informed appreciation for music from other cultures.

BS in Worship Leadership (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Mathematics Elective	3 hrs
Music in World Cultures	3 hrs
Introduction to Music Technology	3 hrs
Introductory Psychology	3 hrs
Behavioral Science Elective	3 hrs
Natural Science Elective	3 hrs
Public Speaking	3 hrs

Biblical & Theological Studies (30 hours)

Origins/People of God 1	3 hrs
Origins/People of God 2	3 hrs
OT Teaching & Perspectives Electives	6 hrs
Jesus & the Gospels	3 hrs
Paul & His Letters	3 hrs
Christian Belief & Practice 1	3 hrs
Psalms, Hymns & Spiritual Songs	3 hrs
Seminar on the Bible & Culture	3 hrs
Biblical or Theological Studies Elective	3 hrs

Worship Leadership Major (39 hours)

Theology of Worship	3 hrs
Practical Theory 1 & 2	6 hrs
Music Team Leadership	3 hrs
Worship Leadership	3 hrs
Voice Methods 1 & 2	2 hrs
Keyboard Methods	1 hr
Guitar Methods	1 hr
Worship Ensemble (2 semesters)	2 hrs
Performance Ensembles (4 semesters)	4 hrs
Worship Event	0 hrs
Senior Project	0 hrs
Music Convocation (6 semesters)	0 hrs
Supervised Field Experience (2 semesters)	0 hrs
Music & Worship Electives	11 hrs
Intro to Ministry 1: Calling/Spiritual Form	3 hrs

Worship Leadership Concentrations (12 hours)

Worship Ministry

Intro to Ministry 2: Practices of Ministry	3 hrs
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Organizational Leadership	3 hrs
Case Studies & Problem Solving	3 hrs
Advanced Spiritual Development	3 hrs

Musical Artist

Practical Theory 3	3 hrs
Music Pedagogy	3 hrs
Applied Music	6 hrs

Multidisciplinary

Music & Worship or Ministry Electives	12 hrs
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BS in Urban & Intercultural Studies (120 hrs)

Description

This degree prepares students for vocational leadership within an urban and/or intercultural context. Students in this program will acquire ministry preparation and competency through both learning within the university classroom and practical field experiences within an urban and/or intercultural ministry setting—locally, nationally, or internationally. (A CCU partnership with Cincinnati-based BLOC Ministry provides specific opportunity for field and immersive learning experiences locally.)

Expected Outcomes

- Analyze the dynamics of contemporary societies
- Devise holistic ministry strategies appropriate to the cultural context
- Understand the dynamics of developing leaders in the cross-cultural context
- Exhibit understanding and skills necessary to live, interact and serve effectively in an urban and/or intercultural context
- Develop and articulate a personal philosophy of cross-cultural ministry rooted in a biblically sound theology

BS in Urban & Intercultural Studies (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Elective	3 hrs
Natural Science Electives	6 hrs
Introductory Sociology	3 hrs
Practical Anthropology	3 hrs
World Religions	3 hrs
Humanities Elective	3 hrs

Biblical & Theological Studies (39 hrs)

Origins/People of God 1	3 hrs
Origins/People of God 2	3 hrs
Pentateuch: Teachings & Perspectives	3 hrs
Prophets: Teachings & Perspectives	3 hrs
Wisdom: Teachings & Perspectives	3 hrs
Christian Belief & Practice 1	3 hrs
Christian Belief & Practice 2	3 hrs
Jesus & the Gospels	3 hrs

Paul & His Letters	3 hrs
Christian Apologetics	3 hrs
eTools for Biblical Languages & Research	3 hrs
Biblical Exegesis & Hermeneutics	3 hrs
Seminar on the Bible & Culture	3 hrs

Urban & Intercultural Studies (42 hours)

Intro to Min 1: Calling/Spiritual Formation	3 hrs
Biblical Preaching & Teaching	OR
Principles & Practices of Teaching Adults	3 hrs
Intro to Urban & Intercultural Ministry	3 hrs
Preparing for Intercultural Ministry	3 hrs
Cross-Cultural Communication	3 hrs
Living Cross-Culturally	3 hrs
Urban Community Development	3 hrs
Non-Profit Leadership	3 hrs
Business as Mission	3 hrs
Cross-Cultural Leadership Development	3 hrs
Internship*	9 hrs
Urban & Intercultural Elective	3 hrs

*Requirement can be done in multiple 3 hr immersive segments; in 9 hr full semester format; or in combination of a 3 hr internship with other approved field experiences and/or UICS courses.

School of Business

Students in the School of Business who complete one of the Business Management or Organizational Leadership degrees build a strong foundation that will help them to one day lead an organization. The degrees in the School of Business are perfect for learners who seek a career in the for-profit, nonprofit, or administration fields.

Individuals who complete a degree within the School of Business develop the management, interpersonal, and technical skills necessary to succeed in today's complex business environment. Students learn to manage strategically, communicate effectively, and apply cutting edge business principles in ways that create value for the organizations in which they work. Taught by qualified Christian faculty, the curriculum in these degree programs is rooted in the principles of Christian leadership and encourage the practice of servant-oriented faith.

Expected Outcomes

- Understand and apply the principles governing business and their implementation in a for-profit or non-profit business organization.

- Evaluate business situations from a Christian perspective and formulate effective, efficient, and ethical decisions.
- Communicate effectively in personal and business settings.
- Demonstrate an understanding of strategy and planning related to organizational growth and management.
- Comprehend the complexities of the global economy.

Concentrations Available in Business Management:

- Accounting
- Sports Management
- Marketing
- Entrepreneurship
- Information Technology Management

BS in Business Management (120 Hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Microeconomics	3 hrs
Macroeconomics	3 hrs
Business Ethics	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Business Management Major (54 hours)

Personal Finance	3 hrs
Accounting Concepts	3 hrs
Managing & Leading Organizations	3 hrs
Management of Information Technology	3 hrs
Business Applications	3 hrs

Accounting for Managers	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs
Principles of Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
Finance for Managers	3 hrs
Internship	3 hrs
Capstone Elective	3 hrs
Business Management Electives	12 hrs

Open Electives (9 hours)

BS in Business Management, Accounting Concentration (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Microeconomics	3 hrs
Macroeconomics	3 hrs
Business Ethics	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Business Management Major (42 hours)

Accounting 1 & 2	6 hrs
Managing and Leading Organizations	3 hrs
Management of Information Technology	
OR Accounting & Information Systems	3 hrs
Business Applications	3 hrs
Finance for Managers	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs
Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
International Business	3 hrs
Internship	3 hrs
Strategic Management	3 hrs

Accounting Concentration (15 hours)

Financial Reporting & Analysis	3 hrs
Cost Accounting	3 hrs
Non-Profit & Government Accounting	3 hrs
Fundamentals of Tax Accounting	3 hrs
Auditing & Professional Ethics	3 hrs

Open Electives (6 hours)**BS in Business Management, Sports Management Concentration (120 hrs)*****Arts & Sciences (39 hours)***

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Microeconomics	3 hrs
Macroeconomics	3 hrs
Business Ethics	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Business Management Major (42 hours)

Accounting 1 & 2	6 hrs
Managing & Leading Organizations	3 hrs
Management of Information Technology	3 hrs
Business Applications	3 hrs
Finance for Managers	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs
Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
International Business	3 hrs
Internship	3 hrs
Strategic Management	3 hrs

Sports Management Concentration (12 hours)

Principles of Sports Management	3 hrs
Legal Issues in Sports Management	3 hrs
Sports Marketing & Public Relations	3 hrs
Sports in Society	3 hrs

Open Electives (9 hours)

BS in Business Management, Marketing Concentration (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Microeconomics	3 hrs
Macroeconomics	3 hrs
Business Ethics	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Business Management Major (42 hours)

Accounting 1 & 2	6 hrs
Managing and Leading Organizations	3 hrs
Management of Information Technology	3 hrs
Business Applications	3 hrs
Finance for Managers	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs
Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
International Business	3 hrs

Internship	3 hrs
Strategic Management	3 hrs

Marketing Concentration (12 hours)

Journalism & Public Relations	3 hrs
Advanced Marketing	3 hrs
Marketing Research	3 hrs
Internet & Social Media Marketing	3 hrs

Open Electives (9 hours)

BS in Business Management, Entrepreneurship Concentration (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Microeconomics	3 hrs
Macroeconomics	3 hrs
Business Ethics	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Business Management Major (42 hours)

Accounting 1 & 2	6 hrs
Managing and Leading Organizations	3 hrs
Management of Information Technology	3 hrs
Business Applications	3 hrs
Finance for Managers	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs

Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
International Business	3 hrs
Internship	3 hrs
Strategic Management	3 hrs

Entrepreneurship Concentration (12 hours)

Workplace Innovation & Strategic Planning	3 hrs
Managerial Economics	3 hrs
Entrepreneurial Marketing	3 hrs
Business Law	3 hrs

Open Electives (9 hours)

BS, Business Management, Info Tech Management Concentration (120 hrs)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Microeconomics	3 hrs
Macroeconomics	3 hrs
Business Ethics	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Business Management Major (42 hours)

Accounting 1 & 2	6 hrs
Managing and Leading Organizations	3 hrs
Management of Information Technology	3 hrs

Business Applications	3 hrs
Finance for Managers	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs
Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
International Business	3 hrs
Internship	3 hrs
Strategic Management	3 hrs

Information Technology Management Concentration (12 hours)

Info Tech Systems Design & Development	3 hrs
Intro to Modern Analysis & Programming	3 hrs
Issues in Management of Info Systems	3 hrs
Business Intelligence Tools & Application	3 hrs

Open Electives (9 hours)

BS in Organizational Leadership (120 hours)

Arts & Sciences (42 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Elective	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
College Algebra	3 hrs
Statistics	3 hrs
Natural Science Elective	3 hrs
Introductory Psychology	3 hrs
Microeconomics	3 hrs
Business Ethics	3 hrs
Business Law	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Organizational Leadership Major (51 hours)

Managing & Leading Organizations	3 hrs
Personal Finance	3 hrs
Business Applications	3 hrs
Research for Business	3 hrs
Introduction to Entrepreneurship	3 hrs
Principles of Marketing	3 hrs
Human Resource Management	3 hrs
Organizational Communication	3 hrs
Contemporary Issues in Leadership	3 hrs
Leading Change	3 hrs
Teams & the Work Process	3 hrs
Capstone Elective	3 hrs
Business or Leadership Electives	15 hrs

Open Electives (9 hours)

School of Education & Behavioral Sciences

BA in Education, Integrated Language Arts (127 hours) (AYA, Adolescent Young Adult)

Students completing this licensure program are certified to teach grades 7th - 12th English Language Arts courses in public or private schools in the state of Ohio. Extensive coursework addresses English content and literature. Courses in this degree program prepare teacher candidates by emphasizing theory of student development and practical application of teaching methods. Methods courses utilize the Common Core State Standards. Our goal is to help teacher candidates become caring, competent, and highly qualified educators.

Expected Outcomes

- Our graduates know what to teach in their licensure area. Through their course work and experiences at CCU our students acquire a breadth of knowledge which serves as a platform from which to teach.
- Our graduates know how to teach in their licensure area so that learning is attainable to each pupil in terms of addressing developmental needs and using a variety of teaching strategies appropriate to the context.
- Our graduates demonstrate caring and advocacy skills through their extensive fieldwork with children of diverse backgrounds, needs, and abilities and through the completion of advocacy projects.
- Our graduates are qualified as educators to teach, as delineated by University program requirements to be recommended to apply for licensure and by State of Ohio requirements to be approved for licensure.

BA in Education, Integrated Language Arts, AYA (127 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Elective	3 hrs
Phonics & Linguistics	3 hrs
Instructional Technology	3 hrs
Introductory Psychology	3 hrs
Human Development & Learning	3 hrs
Introduction to Poetry	3 hrs
Theological Ethics in the Novel	
OR 19 th /20 th Century Women Writers	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Education Core (46 hours)

Introduction to Teaching	3 hrs
Theory & Practice in Educational Settings	3 hrs
Teaching AYA Composition	3 hrs
Teaching AYA Literature	3 hrs
Foundations of Reading	3 hrs
Teaching Students with Diverse Needs	3 hrs
Youth Health, Safety & Nutrition	3 hrs
Reading Evaluation & Diagnosis	3 hrs
Classroom Management	4 hrs
Critical Issues in Education	3 hrs
Reading in the Content Areas	3 hrs
Student Teaching	12 hrs

Language Arts Content Core (24 hours)

Introduction to Short Fiction	3 hrs
Theological Themes in Film	3 hrs
English for Teaching & Editing	3 hrs
Drama Production & Performance	3 hrs
Survey of Dramatic Literature	3 hrs
Literary Theory & Criticism	3 hrs
Creative Writing Elective	3 hrs
Communication Arts Elective	3 hrs

BS in Education, Early Childhood Education (122 hours)

Students completing this licensure program are certified to teach preschool - 3rd grade in public or private schools in the state of Ohio. Courses in this degree program prepare teacher candidates by emphasizing theory of child development and practical application of teaching methods. Methods courses utilize the Common Core State Standards and the Ohio Academic Content Standards. Our goal is to help teacher candidates become caring, competent, and highly qualified educators.

Expected Outcomes

- Our graduates know what to teach in their licensure area. Through their course work and experiences at CCU our students acquire a breadth of knowledge which serves as a platform from which to teach.
- Our graduates know how to teach in their licensure area so that learning is attainable to each pupil in terms of addressing developmental needs and using a variety of teaching strategies appropriate to the context.
- Our graduates demonstrate caring and advocacy skills through their extensive fieldwork with children of diverse backgrounds, needs, and abilities and through the completion of advocacy projects.
- Our graduates are qualified as educators to teach, as delineated by University program requirements to be recommended to apply for licensure and by State of Ohio requirements to be approved for licensure.

BS in Education, Early Childhood Education (122 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Elective	3 hrs
Children's Literature	3 hrs
Instructional Technology	3 hrs
Introductory Psychology	3 hrs
Human Development & Learning	3 hrs
US History Elective	3 hrs
Natural Science Elective	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs

Seminar on Bible & Culture	3 hrs
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Education Core (65 hours)

Introduction to Teaching	3 hrs
Theory & Practice in Educational Settings	3 hrs
Communication Development & Disorders	3 hrs
Integrating the Arts: Curriculum & Practice	3 hrs
Foundations of Reading	3 hrs
Teaching Students with Diverse Needs	3 hrs
Youth Health, Safety & Nutrition	3 hrs
Reading Evaluation & Diagnosis	3 hrs
Classroom Management	4 hrs
Critical Issues in Education	3 hrs
Methods of Teaching	3 hrs
Preschool Education Clinical Experience	4 hrs
Social Studies for the Child	3 hrs
Mathematics for the Child	3 hrs
Science for the Child	3 hrs
Phonics & Linguistics	3 hrs
Mathematics Elective	3 hrs
Student Teaching Clinical Experience	12 hrs

BA in Humanities (120+ hours)

(Cooperative Education Programs with Mount St. Joseph University)

- AYA Integrated Social Studies (grades 7-12)
- AYA Integrated Biology & Life Sciences
- AYA Integrated Science (grades 7-12)
- Middle Childhood Education (grades 4-9)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Electives	6 hrs
Instructional Technology	3 hrs
Introductory Psychology	3 hrs
Introductory Sociology	3 hrs
US History Elective	3 hrs
Natural Science Elective	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Education Core

Introduction to Teaching	3 hrs
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The remaining Education and content area courses are determined in cooperation with Mount St. Joseph University. These degree programs are a partnership between two universities. It is continually reviewed and updated. This is a guide for advising and planning purposes. It is subject to change. Students must meet with advisors at both locations to ensure correct course enrollment and planning of course availability.

BA in Humanities, Mild/Moderate Intervention Specialist (K-12) (130 hours)

(Cooperative Education Program with Mount St. Joseph University)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Public Speaking	3 hrs
Mathematics Electives	6 hrs
Instructional Technology	3 hrs
Introductory Psychology	3 hrs
Introductory Sociology	3 hrs
US History Elective	3 hrs
Natural Science Elective	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Introduction to Public Theology	3 hrs

Education Core (34 hours)

Introduction to Teaching	3 hrs
Communication Development & Disorders	3 hrs
Integrating the Arts: Curriculum & Practice	3 hrs
Teaching Students with Diverse Needs	3 hrs
Theory & Practice in Educational Settings	3 hrs
Mathematics for the Child	3 hrs
Foundations of Reading	3 hrs
Phonics & Linguistics	3 hrs
Reading Evaluation & Diagnosis	3 hrs
Critical Issues in Education	3 hrs
Special Education Classroom Management	4 hrs

Education Courses taken at Mount St. Joseph (39 hours)

Education Assessment	3 hrs
Educational Theory & Reflective Practice	3 hrs
Literacy Practicum	1 hr
Methods of Teaching Reading & Writing	3 hrs
Assessment & Diagnosis in Special Ed	3 hrs
Prac: Curric/Meth Student Mild/Mod Needs	1 hr
Prac: Inclusive Teaching, Support, Transit	1 hr

Teaching in an Inclusive Setting	3 hrs
Issues in Accessibility & Transition	3 hrs
Introduction to Learning Disabilities	3 hrs
Curric/Methods: Student Mild/Mod Needs	3 hrs
Student Teaching	12 hrs

AA in Professional Child Care & Development (64 hours)

This degree program will focus on the ministry of early childhood education in preschools and childcare settings. A great need exists for caring, well-qualified administrators, teachers and assistants to support public, private, and para-church childcare and educational ministries.

Arts & Sciences (24 hours)

College English 1 & 2	6 hrs
Public Speaking	3 hrs
History of the Restoration Movement	3 hrs
Mathematics Elective	3 hrs
Introductory Psychology	3 hrs
Natural Science Elective	3 hrs
Children's Literature	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Introduction to Public Theology	3 hrs

Education Core (22 hours)

Introduction to Teaching	3 hrs
Integrating the Arts	3 hrs
Human Development & Learning	3 hrs
Preschool Clinical Experience	4 hrs
Youth Health, Safety, & Nutrition	3 hrs
Communication Development & Disorders	3 hrs
Teaching Students with Diverse Needs	3 hrs

BS in Psychology (120 hours)

The Bachelor of Science degree in Psychology develops student understanding of the scientific principles of the social sciences including research design, methodology and statistical analysis. Students are able to critically evaluate empirical support for psychological findings and understand how psychology can be applied to strengthen the individual and community. Additionally, students in this program understand the relationship between psychology and Biblical teaching, appreciate the diversity and uniqueness of the individual, and develop a compassionate character and desire to serve others.

Expected Outcomes

- Develop an understanding of the scientific principles of the social sciences including research design, methodology and statistical analysis.
- Critically evaluate empirical support for psychological findings
- Develop insights into and understand the relationship between natural science, social science, and Biblical teaching
- Understand how psychology enables individuals to make informed judgments and strengthen the community.
- Develop a compassionate character and desire to serve others.
- Appreciate the diversity and uniqueness of the individual, fostering a respect for others.

BS in Psychology (120 hours)

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Electives	6 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Statistics	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs
Theories of Psychotherapy	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Psychology Major (36 hours)

Developmental Psychology	3 hrs
Research in the Behavioral Sciences 1	3 hrs
Research in the Behavioral Sciences 2	3 hrs
Cognitive Psychology	3 hrs
Personality Psychology	3 hrs
Social Psychology	3 hrs
Physiological Psychology	3 hrs
Abnormal Psychology	3 hrs
Psychology & the Bible Seminar	3 hrs
Psychology Electives	9 hrs

Open Electives (27 hours)**BS in Psychology, Mental Health Counseling Concentration (120 hours)**

The Mental Health Counseling Concentration may be helpful for students pursuing careers where they will have a high amount of contact with people, including careers in human services, management, communication, and ministry. This Concentration may also help students make informed choices about pursuing graduate level work in counseling or a related field. Because states require graduate degrees in order for counselors to become licensed, the Mental Health Counseling Concentration does not directly lead to a counseling license or the ability to provide professional counseling. CCU's Master of Arts in Counseling degree prepares students to be licensed as professional counselors.

BS in Psychology, Mental Health Counseling Concentration (120 hours)***Arts & Sciences (39 hours)***

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Electives	6 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Statistics	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs
Theories of Psychotherapy	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs

Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Psychology Major (27 hours)

Developmental Psychology	3 hrs
Research in the Behavioral Sciences 1	3 hrs
Research in the Behavioral Sciences 2	3 hrs
Cognitive Psychology	3 hrs
Personality Psychology	3 hrs
Social Psychology	3 hrs
Physiological Psychology	3 hrs
Abnormal Psychology	3 hrs
Psychology & the Bible Seminar	3 hrs

Counseling Concentration (12 hours)

Child & Adolescent Psychology	3 hrs
Basic Counseling Skills	3 hrs
Grief & Crisis Counseling	3 hrs
Psychological Testing	3 hrs

Open Electives (24 hours)

BS in Psychology, Chemical Dependency Counseling Concentration

Completing this 12-hour concentration in the Psychology degree allows a student to work in agencies that focus on substance abuse treatment. Following the appropriate steps the student can earn the required credentials of Phase I and II with the Ohio Chemical Dependency Professionals Board. The student is first required to meet with their adviser to complete a specific plan of study to complete this work.

**BS in Psychology, Chemical Dependency Counseling Concentration
(120 hours)**

Arts & Sciences (39 hours)

College English 1 & 2	6 hrs
Survey of Multicultural Literature	3 hrs
Humanities Electives	6 hrs
History of Christianity/Western World	3 hrs
History of the Restoration Movement	3 hrs
Statistics	3 hrs
Natural Science Electives	6 hrs
Introductory Psychology	3 hrs

Theories of Psychotherapy	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Seminar on Bible & Culture	3 hrs

Psychology Major (27 hours)

Developmental Psychology	3 hrs
Research in the Behavioral Sciences 1	3 hrs
Research in the Behavioral Sciences 2	3 hrs
Cognitive Psychology	3 hrs
Personality Psychology	3 hrs
Social Psychology	3 hrs
Physiological Psychology	3 hrs
Abnormal Psychology	3 hrs
Psychology & the Bible Seminar	3 hrs

Chemical Dependency Counseling Concentration (12 hours)

Basic Counseling Skills	3 hrs
Addictions & Substance Abuse I	3 hrs
Addictions & Substance Abuse II	3 hrs
Psychology Practicum	3 hrs

Open Electives (24 hours)

AA in Psychology (69 hours)

Arts & Sciences Core (24 hours)

College English 1 & 2	6 hrs
Humanities elective	3 hrs
History of the Restoration Movement	3 hrs
Statistics	3 hrs
Natural Science elective	3 hrs
Introductory Psychology	3 hrs
Public Speaking	3 hrs

Biblical Studies (18 hours)

Old Testament Introduction	3 hrs
New Testament Introduction	3 hrs
Christian Belief & Practice 1	3 hrs
Old Testament Teachings & Perspectives	3 hrs
New Testament Teachings & Perspectives	3 hrs
Introduction to Public Theology	3 hrs

Psychology (27 hours)

Theories of Psychotherapy	3 hrs
Developmental Psychology	3 hrs
Research in the Behavioral Sciences 1	3 hrs
Social Psychology	3 hrs
Psychology & the Bible Seminar	3 hrs
Psychology Electives	12 hrs

College Degree Minors – Course Requirements

Psychology Minor (21 hours)

- Introductory Psychology (3 hrs)
- Theories of Psychotherapy (3 hrs)
- Developmental Psychology (3 hrs)
- Psychology and the Bible Seminar (3 hrs)
- Psychology electives (9 hrs)
 - Any PSYC 200 or above
 - No more than two electives in the 250s may be taken.

Communication Arts Minor (27 hours)

- Introduction to Communication Arts (3 hrs)
- Communication Arts Design & Development (3 hrs)
- Creative Writing Elective (3 hrs)
- Student Newspaper 1 & 2 (6 hrs)
- Drama Production & Performance OR Teaching Elective (3 hrs)
- Public and Internal Communication (3 hrs)
- Production Elective (3 hrs)
- Communication Arts Internship (3 hrs)

Music & Worship Minor (18 hours)

- Practical Theory 1 (3 hrs)
- Worship Ensemble (2 hrs, 2 semesters)
- Performance Ensemble (2 hrs, 2 semesters)
- Music Team Leadership (3 hrs)
- Voice Methods 1 (1 hr)
- Keyboard Methods OR Guitar Methods (1 hr)
- Worship Leadership (3 hrs)
- Music & Worship Electives (3 hrs)

History Minor (18 hours)

- Ancient Near Eastern History (3 hrs)
- Classical Greek & Roman History (3 hrs)
- US History 1 & 2 (6 hrs)
- History electives (6 hrs)

Youth & Children's Ministry Minor (18 hours)

- Introduction to Ministry (3 hrs)
- Methods of Ministry with Children & Adolescents (3 hrs)
- Christian Education for Adolescents (3 hrs)
- Child & Adolescent Psychology (3 hrs)
- Global and Urban/Intercultural Youth Ministry (3 hrs)
- Youth Ministry Capstone (3 hrs)

Urban & Intercultural Studies Minor (18 hours)

- Practical Anthropology & Lab (3 hrs)
- Cross-Cultural Communication (3 hrs)
- Introduction to Urban & Intercultural Ministry (3 hrs)
- Preparing for Intercultural Ministry (3 hrs)
- Living Cross-Culturally (3 hrs)
- Approved Elective (3 hrs)
- Urban & Intercultural Studies Society (0 hrs; two semesters participation required)

Social & Cultural Studies Minor (18 hours)

- Cross-Cultural Communication (3 hrs)
- Introductory Sociology (3 hrs)
- Practical Anthropology & Lab (3 hrs)
- Public Theology (3 hrs)
- Approved Electives (6 hrs)

Business Management Minor (18 hours)

- Microeconomics (3 hrs)
- Introduction to Entrepreneurship (3 hrs)
- Managing and Leading Organizations (3 hrs)
- Organizational Communication (3 hrs)
- Business Management Electives (6 hrs)
 - Macroeconomics, Accounting I, Business Applications, Finance for Managers, Marketing, Human Resource Management, International Business

Certificates

These certificates are not accredited by themselves, but all the courses contribute toward a degree.

Philosophy Certificate (15 hours)

This 15-hour certificate can provide undergraduate students a formal recognition of supernumerary studies in the academic field of philosophy. Students choose from this list of available courses:

PHIL 210 Introduction to Philosophy
 PHIL 220 World Religions
 PHIL 230 Critical Thinking
 PHIL 240 Political Theories
 PHIL 250 Business Ethics
 PHIL 310 Contemporary Philosophy
 PHIL 340 Survey of World Views

Behavioral Sciences Certificate (36 hours)

SOCI 110 Introductory Sociology
 SOCI 210 People, Places & Cultures of the World
 PSYC 110 Introductory Psychology
 PSYC 150 Theories of Psychotherapy
 PSYC 220 Developmental Psychology
 PSYC 240 Research in the Behavioral Sciences 1
 PSYC 250 Basic Counseling Skills
 PSYC 272 Cognitive Psychology
 PSYC 285 Social Psychology
 PSYC 350 Abnormal Psychology
 PSYC 353 Addictions & Substance Abuse 1
 Psychology Elective (3 hrs)

Human Services Certificate (36 hours)

ENGL 110/ENGL 111 College English 1 & 2
 SOCI 110 Introductory Sociology
 SOCI 200 Public Theology
 SOCI 210 People, Places & Cultures of the World
 SPCH 110 Public Speaking
 PSYC 110 Introductory Psychology
 PSYC 150 Theories of Psychotherapy
 PSYC 220 Developmental Psychology
 PSYC 250 Basic Counseling Skills
 PSYC 353 Addictions & Substance Abuse 1

Psychology Elective (3 hrs)

Pre-Law Certificate

This certificate can be added to any degree program. Any student desiring the 12-hour Pre-Law Certificate should progress through the courses in this sequence:

1. PLAW 200 Introduction to the Legal System
2. PLAW 210 Introduction to Constitutional Law
3. PLAW 330 Business Law
4. PLAW 350 Non-Profit Law

Honors Program – Specific Requirements

Along with the general program requirements, students enrolled in the Honors Program for the following degrees must complete these specific requirements:

Biblical Studies

- a. Successfully complete at least four semesters of study in New Testament Greek;
- b. During the senior year, students must complete the biblical studies thesis option in lieu of one of the biblical studies elective courses (proposals for thesis should be submitted and approved the semester prior to enrollment for the thesis).

Communication Arts

- a. Develop and defend a Personal Portfolio, to include a capstone project (defense interview during last semester of study).

English

- a. Complete one semester of regular weekly service in an approved tutoring setting.
- b. Successfully complete a capstone thesis during their fourth year of study.

Interpreter Training

- a. Complete one semester of regular weekly service as directed by the staff of the Deaf & Hard of Hearing Institute in Cincinnati.
- b. Successfully complete a capstone project during their fourth year of study.

Humanities

- a. Complete one semester of regular weekly service in an organization associated with the attached minor. (Help in finding such an organization can be gained from faculty advisors or the chair of the Arts & Sciences department.)
- b. Successfully complete a capstone project during their fourth year of study.

Ministry (Youth & Children's, Preaching & Congregational, Urban & Intercultural)

- a. Successfully complete at least three semesters of New Testament Greek. Students pursuing a degree in Urban & Intercultural Ministry may fulfill this requirement by successfully completing 3 semesters of study in a modern foreign language;
- b. Develop and defend a Personal Portfolio (defense interview with Ministry faculty during last semester of study).

Ministry (Worship Leadership)

- a. Participate in promoting CCU music & worship, including organizing and leading in convocations, serving on the chapel house band, being in more than one ensemble, taking leadership in a special project, or fulfill an equivalent on-campus leadership role;
- b. The Senior Project required of all music & worship students is expanded by 50% and should reflect additional research and thoughtful study of the chosen topic.

Business Management

- a. Complete assignments associated with an experiential learning track. Students will meet with the Department Chair during their sophomore year to design the experiential learning track. Students will develop and defend an Experiential Track Portfolio, including reflection papers and other artifacts (defense interview with Business faculty during last semester of study).

Education

- a. Complete a capstone project under the guidance of a department faculty member or other designated mentor.

Psychology

- a. Successfully complete the requirements of an Honors practicum;
- b. Develop and defend a Personal Portfolio (defense interview with Behavioral Sciences faculty during last semester of study).

Exceptions to the above requirements may be made on an individual basis by the faculty of the division hosting the student's major, in dialogue with the Director of the Honors program.

Graduate Degree Descriptions, Outcomes & Requirements

School of Education & Behavioral Sciences

Master of Arts in Counseling (MAC)

The purpose of the 60-hour Master of Arts in Counseling degree is to prepare counselors with training in Christian philosophical foundations, counseling theory, empirically supported treatments, and clinical skills to provide services in churches, various types of social service agencies, mental health centers, and private practice settings. The Master of Arts in Counseling degree is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a clinical mental health counseling program, as well as pre-approved as a qualifying degree for licensure as a professional counselor by the State of Ohio Counselor, Social Worker, and Marriage & Family Therapist Board. Further, graduates of the Master of Arts in Counseling degree are eligible for credentialing as a National Certified Counselor. To enhance learning, MAC students engage in experiential, growth-oriented activities throughout their training, particularly in practicum, internship, and group counseling classes. Unless approval is granted from the MAC faculty, students are expected to complete 12 credits per academic year to remain active in the program.

Expected Outcomes:

Students graduating with a Master of Arts in Counseling will:

- Demonstrate personal and spiritual growth, which includes a commitment to interpersonal awareness, self-reflection, and self-evaluation.
- Demonstrate competency in the following areas: Counseling theory; Counseling techniques, skills, and practice; Human growth and development; Social and cultural foundations; Group dynamics, processing, and counseling; Lifestyle and career development; Research and evaluation; Professional, legal, and ethical issues; Psychopathology, prevention, and treatment; Appraisal and evaluation of mental and emotional status; Diagnosis of mental and emotional disorders
- Integrate theology and counseling, which includes theological reflection, addressing spiritual and religious themes in counseling when appropriate, and providing counseling within a Biblical context.
- Demonstrate professional behavior in the classroom, in interpersonal interactions, and in clinical work.

Master of Arts in Counseling (MAC) (60 hours)

COUN 500	3 hrs	Foundations of Mental Health Counseling
COUN 502	3 hrs	Spirituality & Counseling
COUN 510	3 hrs	Counseling Theories & Methods
COUN 511	3 hrs	Diagnosis of Mental & Emotional Disorders
COUN 512	3 hrs	Ethical and Professional Issues in Counseling
COUN 515	3 hrs	Human & Family Development
COUN 561	3 hrs	Group Counseling
COUN 570	3 hrs	Career Counseling
COUN 575	3 hrs	Social & Cultural Foundations
COUN 580	3 hrs	Counseling Assessment
COUN 582	3 hrs	Counseling Techniques
COUN 592	3 hrs	Counseling Practicum (<i>Prereq: 510, 511, 512, 582</i>)
COUN 595	1 hr	Substance Abuse Counseling
COUN 597	1 hr	Psychopharmacology for Counselors
COUN 599	1 hr	Marriage & Family Counseling
COUN 650	3 hrs	Research & Program Evaluation in Counseling
COUN 680	3 hrs	Evaluation of Mental & Emotional Status (<i>Prereq: 580</i>)
COUN 711	3 hrs	Treatment of Psychopathology (<i>Prereq: 511</i>)
COUN 792	3 hrs	Internship I (<i>Prereq: 511, 561, 592</i>)
COUN 793	3 hrs	Internship II (<i>Prereq: 792</i>)
COUN 800	0 hr	Comprehensive Review & Examination
Electives in Counseling (6 hrs)		

Arrange course schedule for additional course work with Academic Adviser for these Certificates of Specialization:

- Christian Counseling
- Chemical Dependency Counseling

Russell School of Ministry

Master of Divinity (MDiv)

Expected Outcomes for the MDiv

- Develop and implement a personal spiritual formation program that reflects her/his distinctive personality and gifts;
- Identify and discuss major biblical themes within the frameworks of their distinctive historical and theological contexts;
- Discuss major trends and critical issues in the historical and contemporary study of the Bible and Christian thought.
- Discuss biblical, theological, and historical perspectives on the mission and ministries of the Church;
- Assess the overall effectiveness of ministry systems within her/his congregation, and develop plans to improve these systems with a view to reaching goals;
- Develop and establish integrated pathways for discipleship and leadership development within the congregation and its individual departments/ministries;
- Develop and manage basic budgetary and HR systems and processes;
- Assess different ministry models and evaluate the potential relevance and effectiveness of these to her/his personal context;

Master of Divinity (73 hours)

BSEG 521	3 hrs	eTools for Biblical Exegesis & Research
BSEG 600	3 hrs	Issues in Biblical Interpretation
BSNT 520	3 hrs	Life & Teachings of Jesus
BSNT 530	3 hrs	Life & Teachings of Paul
BSNT 638	3 hrs	Pastoral Epistles
BSNT 654	3 hrs	History of Israel: Late 2 nd Temple Judaism
BSOT 661	3 hrs	Isaiah

Biblical Studies Elective, 3 hrs:

BSNT 600 Issues in NT Criticism or BSOT 600 Issues in OT Criticism

BSTH 520	3 hrs	Contemporary Approaches to Theology
BSTH 620	3 hrs	Old Testament Theology in Contemporary Contexts
BSTH 625	3 hrs	New Testament Theology in Contemporary Contexts

HIST 530	3 hrs	History of the Restoration Movement
HIST 560	3 hrs	Early Church History
HIST 570	3 hrs	The Protestant Reformation
PMIN 500	3 hrs	Personal Spiritual Formation
PMIN 510	3 hrs	Cultural Frameworks of Ministry
PMIN 515	3 hrs	Leadership & Management for Ministry
PMIN 525	3 hrs	Assessing & Managing Congregational Health
PMIN 530	3 hrs	Models & Methods of Congregational Outreach
PMIN 600	3 hrs	Human & Financial Resource Management
PMIN 605	3 hrs	Issues & Trends in Worship
PMIN 615	3 hrs	Assimilation & Discipleship
PMIN 630	3 hrs	Pastoral Care & Counseling
PMIN 650	3 hrs	Creativity in Teaching & Preaching
PMIN 798	1 hr	Portfolio

Master of Arts in Religion (MAR), Leadership Studies

Expected Outcomes for the MAR Degree:

- Develop and implement a personal spiritual formation program that reflects her/his distinctive personality and gifts;
- Discuss biblical, theological, and related contemporary perspectives on the mission and ministries of the Church;
- Assess the overall effectiveness of ministry systems within her/his congregation, and develop plans to improve these systems with a view to reaching goals;
- Develop and establish integrated pathways for discipleship and leadership development within the congregation and its individual departments/ministries;
- Develop and manage basic budgetary and HR systems and processes;
- Assess different ministry models and evaluate the potential relevance and effectiveness of these to her/his personal context.

Master of Arts in Religion, Leadership Studies (37 hours)

BSEG 521	3 hrs	eTools for Biblical Exegesis & Research
PMIN 500	3 hrs	Personal Spiritual Formation
PMIN 510	3 hrs	Cultural Frameworks of Ministry

PMIN 515	3 hrs	Leadership & Management for Ministry
PMIN 525	3 hrs	Assessing & Managing Congregational Health
PMIN 530	3 hrs	Models & Methods of Congregational Outreach
PMIN 600	3 hrs	Human & Financial Resource Management
PMIN 605	3 hrs	Issues & Trends in Worship
PMIN 615	3 hrs	Assimilation & Discipleship
PMIN 630	3 hrs	Pastoral Care & Counseling
PMIN 648	3 hrs	Pastoral Epistles
PMIN 650	3 hrs	Creativity in Teaching & Preaching
PMIN 798	1 hr	Portfolio

Foster School of Biblical Studies, Arts & Sciences

Master of Arts in Religion, Theological Studies

Expected Outcomes:

- Develop and implement a personal spiritual formation program that reflects her/his distinctive personality and gifts;
- Identify and discuss major Biblical themes within the frameworks of their distinctive historical and theological contexts;
- Discuss major trends and critical issues in the historical and contemporary study of the Bible and Christian thought;
- Discuss Biblical, theological, and historical perspectives on the mission and ministries of the Church.

Master of Arts in Religion, Theological Studies (30 hours)

BSEG 521	3 hrs	eTools for Biblical Exegesis & Research
BSPT 510	3 hrs	Public Theology: Faith & Society
BSTH 510	3 hrs	Contemporary Culture in Theological Perspective
BSTH 520	3 hrs	Contemporary Approaches to Theology
BSTH 530	3 hrs	Current Issues in Theology 1
BSTH 610	3 hrs	Missiology: The Mission of God in Global & Historical Context
BSTH 620	3 hrs	Old Testament Theology in Contemporary Contexts
BSTH 625	3 hrs	New Testament Theology in Contemporary Contexts
BSTH 630	3 hrs	Current Issues in Theology 2
BSTH 650	3 hrs	Theology in Contemporary Communication

Undergraduate Course Descriptions

UNIV 010 Strategies for College Success (2 non-credit hours, traditional undergrad)

By participating in this course, students will explore their identity as image bearers of God and look at how this identity shapes their lives as students at CCU. Through the lenses of Purpose, Work, Rationality, and Value, students will be introduced to the concepts and skills that build success in college. As part of a larger first-year experience program, students will participate in activities to develop self-awareness regarding strengths and weaknesses, find motivation for academic success, and learn strategies needed to persist in college.

Biblical Studies

Biblical & Cultural Settings

BSCS 100 Bible Lands and Lifeways (3 hours)

A survey of environmental, cultural, and social issues, which add perspective to biblical interpretation.

BSCS 380 Archaeological Fieldwork (1–3 hours)

Guided participation in the excavation and study of a near Eastern or Mediterranean site. Study to be arranged with specific faculty members with the approval of the Biblical Studies Chair and Dean.

BSCS 381 Tours of Bible Lands (3 hours)

The experience of travel study seminars in Bible lands organized by specific faculty and scholarly guides.

Biblical Exegesis & Cultural Criticism

BSEG 100 Introduction to Biblical Interpretation (3 hours)

An introduction to the theory and practice of biblical interpretation with dual focus on the Bible's ancient formation and contemporary use.

BSEG 101 Christian Belief & Practice 1 (3 hours)

(Prerequisites: BSOT 100 or 150, BSNT 100 or 150)

This course introduces students to various contemporary teachings within Christianity, their biblical or socio-historical origins, and how these teachings manifest in both the individual realm

of articulation and the more social or ecclesial realm of action and responsibility. Students take this course to discover, describe, and assess such teachings on the basis of biblical principles and values, and to observe how biblically-based teaching becomes meaningful through Christian practice.

BSEG 201 Christian Belief & Practice 2 (3 hours)

Once the foundational teachings within Christianity have been discussed, students will learn the conceptual basis for their own modes of praxis, whether or not that basis is biblical, and the ways Christian dialogue can at once achieve for the individual meaningful insights that clarify the biblical vision of Christian practice, and also serve as a foundation for the believing and practicing Church. (Prerequisite: BSEG 101)

BSEG 110 Bible Survey (3 hours)

An introductory study of the books of the Old and New Testaments noting the historical background, authorship, purpose, plan, and basic content. Emphasis will be given to the characteristics of different biblical genres.

BSEG 150 Theology of Work (3 hours)

A course designed to integrate theology and the practice of labor in society.

BSEG 295 Biblical Studies Tutorial (3 x 1 hour)

This course is a department-wide course, taken by all biblical studies majors at the same time. The course focuses on the community of learning and covers current issues in biblical studies, and their application, through weekly reading preparation and discussion. The course is taught by all members of the biblical studies faculty and is taken each Spring, three distinct times for 3 hours total credit.

BSEG 300 Biblical Exegesis and Hermeneutics (3 hours)

An introduction to the theory and practice of biblical interpretation with dual focus on the Bible's ancient formation and contemporary use. (Prerequisites: BSOT 220, BSOT 225, BSOT 230, BSNT 220, BSNT 230)

BSEG 321 eTools for Biblical Languages and Research

This course is a hermeneutics course designed to guide students through the effective analysis and use of original languages in the exegesis of biblical texts. Students will access the original languages through the Accordance software application and learn how to utilize that tool

effectively to study the text in its historico-linguistic setting. Students will then be guided through important research techniques and resources necessary to facilitate achieving a well-informed exegetical perspective that will serve as the foundation for sermons and lessons. Finally, students will be instructed on writing, composition and citation practices that help them to communicate their research in either academic papers, or sermons and lessons. (Prerequisite: BSEG 100)

BSEG 350 Theology of Contemporary Christian Thought

This course provides students with a working knowledge of the key vocabulary, concepts, people, and traditions in Christian theology. Students will develop skills to think theologically, addressing major cultural and ecclesial issues in contemporary society. Students will engage in reading and discussion covering a number of theological concepts and persons to show how theology has influenced Christianity to the present day. Gaining access to a broad base of theological understanding will enable students to critically evaluate truth claims culturally, ecclesiastically, and societally.

BSEG 480 Seminar on the Bible & Culture (3 hours)

This senior level course is the capstone course for CCU college level degree programs. The course challenges students to utilize their education thus far in the engagement and presentation of issues and questions related to the Christian experience in today's culture. As a seminar course, the course is driven by student content and facilitated by the professor. (Prerequisite: Senior Status—90+ hours earned toward degree. This course may be used for the Senior Thesis for those students pursuing the BA in Biblical Studies degree.)

Biblical Languages

BSGK 210 New Testament Greek 1 (3 hours)

Part one of a two-part course that introduces the student to the grammar and syntax of Koine Greek (New Testament Greek), with a view towards the translation and exegesis of the New Testament.

BSGK 211 New Testament Greek 2 (3 hours)

Part two of a two-part course that introduces the student to the grammar and syntax of Koine Greek (New Testament Greek), with a view towards the translation and exegesis of the New Testament. (Prerequisite: BSGK 210)

BSGK 310–319 Greek Exegesis (3 hours)

A study of selected New Testament texts. Emphasis is placed on the process of translation and subsequent exegesis of the texts. (Prerequisites: BSGK 210, BSGK 211)

BSGK 311 Greek Exegesis: Matthew, Hebrews, & Septuagint

BSGK 312 Greek Exegesis: Pastoral and Prison Epistles

BSGK 313 Greek Exegesis: Mark, 1&2 Peter, Jude, 1&2 Thessalonians

BSGK 314 Greek Exegesis: Readings in Pauline Theology

BSGK 315 Greek Exegesis: Readings in New Testament Ethics

BSGK 319 Greek Exegesis: Selected New Testament Readings

BSHB 210 Biblical Hebrew 1 (3 hours)

Part one of a two-part course that introduces the student to the grammar and syntax of Biblical Hebrew, with a view towards the translation and exegesis of the Hebrew Bible.

BSHB 211 Biblical Hebrew 2 (3 hours)

Part two of a two-part course that introduces the student to the grammar and syntax of Biblical Hebrew, with a view towards the translation and exegesis of the Hebrew Bible. (Prerequisite: BSHB 210)

BSHB 311–315 Advanced Hebrew (3 hours)

Selected readings designed to develop proficiency in reading and translating Biblical Hebrew. Readings will be selected from books and portions of the Hebrew text, including narrative and poetic materials. (Prerequisites: BSHB 210, BSHB 211)

BSHB 311 Hebrew Exegesis: Ruth and Esther

BSHB 313 Hebrew Exegesis: Selected Texts

BSHB 314 Hebrew Exegesis: Life of David

BSHB 315 Hebrew Exegesis: Elijah and Elisha

BSHB 316 Aramaic: Daniel

A study primarily of the Aramaic portion of Daniel, with a view toward its translation and exegesis. (Prerequisites: BSHB 210, BSHB 211)

Old Testament

Only one of these BSOT 100 level courses may count toward overall degree credit.

BSOT 100 Old Testament Introduction (3 hours)

This course outlines the biblical history of Israel from creation to captivity, noting ways that the Old Testament both reflects and transcends the religious world of antiquity. Significant theological and literary themes, including the role and message of the prophets, the wisdom tradition, and the conflict between Israelite and pagan religions will be highlighted. Attention will be given throughout to the relevance of the Old Testament in understanding the message of the New Testament and contemporary Christian faith.

BSOT 120 Survey of the Pentateuch

This course introduces students to the social and historical contexts of the Pentateuch (the first five books of the Bible), the theological contribution of the books of the Pentateuch, and the purposes behind their composition.

BSOT 150 Origins of the People of God I (3 hours)

This course is the first of two courses that describe the origins of the People of God. Using the Hebrew Scriptures' (Old Testament) account of God's interaction with humanity, the course traces how the authors describe the person and character of God, God's desire for creation, and how humans in their various ancient social contexts have related to/rejected these aspects of God. Since the Hebrew Scriptures are the location from which this study is made, the course demonstrates the role Israel played in clarifying the identity of "the people of God."

BSOT 220 Pentateuch: Teachings & Perspectives (3 hours)

In this course students discover the socio-historical contexts of the first five books of the Bible, also referred to as "Law" and "Torah," their religious and theological perspectives and purpose, norms and principles for exegesis, and contemporary relevance of the teachings of this section of the Bible. (Prerequisites: BSOT 100 or BSOT 150)

BSOT 225 Prophets: Teachings & Perspectives (3 hours)

This course is a part of the second-level series of five courses that introduce students to the world of the biblical authors and their teachings. (The first-level series comprises Origins of the People of God 1 & 2). In this case, the focus of the class is on the section of the Hebrew Bible known as The Prophets or *Nevi'im* (comprising the Former Prophets: Joshua, Judges, Samuel, and Kings; Latter Prophets: Isaiah, Jeremiah, Ezekiel; Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi). Thus the goal of this

course is to introduce students to the nature of biblical prophetic literature as formed in its original context, to study how these texts form their content and teaching, and how they seek to craft a view of the world that conforms to God's will and character. (Prerequisites: BSOT 100 or BSOT 150)

BSOT 230 Wisdom: Teachings & Perspectives (3 hours)

This course serves as the third in a series of courses that introduce students to each major section of the Bible. Students discover the socio-historical contexts of the relevant books. In this case, the focus of the class is on the section of Scripture called The Writings or *Ketuvim*, in which we find wisdom literature of the Old Testament. (Prerequisites: BSOT 100 or BSOT 150)

BSOT 250 Old Testament History (3 hours)

A study of the history of Israel from Abraham through the Babylonian Captivity to the time of restoration under Ezra and Nehemiah. (Prerequisites: BSOT 100, BSEG 100)

BSOT 260 Old Testament Prophecy (3 hours)

An introductory study of the origin and nature of Israelite prophetism, including a survey of the canonical prophets. Emphasis will be given to the contents of each book, considering its historical setting and its religious value. (Prerequisites: BSOT 100, BSEG 100)

BSOT 300 Old Testament Teachings & Perspectives (3 hours)

This course focuses both on the teachings that emerge from the call for a People of God and the way those teachings shape our perspective of who God is and what it means to be a People of God in our present contexts. **Course cannot be used as an elective in the Biblical Studies major.** (Prerequisites: BSOT 100, BSNT 100, BSEG 101)

BSOT 351 Genesis (3 hours)

A careful study of the first book of the Bible noting particularly the history of the patriarchs and the unfolding of the Messianic promises. (Prerequisites: BSEG 100, BSOT 100)

BSOT 352 Exodus (3 hours)

A study of the foundational event of the nation of Israel. (Prerequisites: BSEG 100, BSOT 100)

BSOT 355 Deuteronomy (3 hours)

A systematic study of the book of Deuteronomy analyzing the foundations and implications of the moral, social, and religious legislation of ancient Israel. (Prerequisites: BSEG 100, BSOT 100)

BSOT 361 Isaiah (3 hours)

An exegetical treatment of Isaiah's prophecies in their historical context giving special attention to the theological content and the theme of Messianism. (Prerequisites: BSEG 100, BSOT 100)

BSOT 362 Jeremiah (3 hours)

A systematic study examining Jeremiah's prophecies and life in his role as proclaimer of divine truth. (Prerequisites: BSEG 100, BSOT 100)

BSOT 363 Ezekiel (3 hours)

A study of the critical problems associated with this book, its historical background, and its message. (Prerequisites: BSEG 100, BSOT 100)

BSOT 364 Daniel (3 hours)

A thorough study of Daniel placing emphasis upon the prophetic sections, giving attention to the sound principles of interpretation and the critical problems. (Prerequisites: BSEG 100, BSOT 100)

BSOT 365 Minor Prophets (3 hours)

A study of introductory matters and a survey of the background, personality, and teachings of the Twelve Prophets, Hosea through Malachi. As much time as possible will be spent in exegesis. (Prerequisites: BSEG 100, BSOT 100)

BSOT 370 The Wisdom of Solomon for Life (3 hours)

A study of Hebrew wisdom dealing with the phases of life. The role of the Song of Solomon, Proverbs & Ecclesiastes in dealing with the practical and moral development of an individual. This will study the issues one deals with as one matures from being a youth to an elderly person. (Prerequisites: BSEG 100, BSOT 100)

BSOT 371 Job and Lamentations (3 hours)

An analysis and interpretation of Job and Lamentations featuring application to the problem of evil and theological problem of defining repentance. (Prerequisites: BSEG 100, BSOT 100)

BSOT 372 The Psalms (3 hours)

A critical introduction to the book of Psalms followed by a study of individual Psalms selected from the various groups. Emphasis is placed upon the great themes, including Messianic prophecy. (Prerequisites: BSEG 100, BSOT 100)

BSOT 380 Special Themes in Old Testament Studies (3 hours)

Each issue of Old Testament studies is offered as a separate course and covers various periods of the history of Israel. (Prerequisites: BSEG 100, BSOT 100)

Issues include:

- Tabernacle and Sacrifice
- Mosaic Law
- The Religions of Israel: A study of the Old Testament polemic against other religions with which the Old Testament contended
- Creation, Flood & Tower: A study of humanity's earliest ages.
- Apocalyptic Studies

(Prerequisites: BSEG 101, BSOT 220, BSOT 225, BSOT 230)

New Testament

BSNT 100 New Testament Introduction (3 hours)

This course introduces students to the narrative arc of the New Testament story, as seen through the lens of the Luke-Acts narratives. It begins with the Gospel of Luke's account of the life and teachings of Jesus. It then continues with Luke's second volume, the Book of Acts, and its account of the Church's origins and the formation of early Christianity. When taking this course, students discover the central ideas taught by Jesus, how those ideas formed the basis of Christian thought, the emergence of the first Christians into ecclesiastic communities and the ideas that arose to stabilize and define that movement.

BSNT 130 Survey of Pauline Epistles (3 hours)

This course introduces students to the social and historical contexts of Paul's letters, the theological contribution of these letters, and the biography of the Apostle Paul.

BSNT 150 Origins of the People of God II (3 hours)

This course will outline the biblical history and thought of the New Testament from the Gospels accounts of Jesus to the Revelation of John, noting ways that the New Testament both reflects and transcends the religious world of first century. Significant theology and literary themes, including the role and message of the Jesus and the early Christians will be highlighted. Attention will be given to the relevance of the New Testament in contemporary Christian faith.

Only one of these BSNT 100 level courses may count toward overall degree credit.

BSNT 220 Jesus and the Gospels (3 hours)

An introduction to the critical issues affecting the study of the Gospels and the life of Jesus followed by a survey of the various genres and forms within the Gospels, focusing on principles for interpreting the Gospels, key concepts found in them, and their impact on the church and the Christian life. (Prerequisite: BSNT 100 or BSNT 150)

BSNT 230 Paul and the New Testament Letters (3 hours)

An introduction to Paul and the New Testament Epistles in their socio-historical context focusing on a study of original Christianity and the application of its theology in the contemporary Church. Required as prerequisite to any advanced Epistles class. (Prerequisites: BSEG 100, BSNT 100 or BSNT 150)

BSNT 300 New Testament Teachings & Perspectives (3 hours)

This course focuses on what the Christ event teaches us about God and ourselves, specific teachings of Jesus, and those teachings that arise from the coming of the Spirit and the emergence of the Church. The course will also evaluate those teachings with reference to the way they shape our perspective of who God is and what it continues to mean to be a People of God in our present contexts. **Course cannot be used as an elective in the Biblical Studies major.** (Prerequisites: BSOT 100, BSNT 100, BSEG 101)

BSNT 321 Gospel of Matthew (3 hours)

A survey of the background and distinct theological perspective of Matthew's Gospel followed by exegesis of selected texts. (Prerequisite: BSNT 220)

BSNT 322 Gospel of Mark (3 hours)

A survey of the background and distinct theological perspective of Mark's Gospel followed by exegesis of selected texts. (Prerequisite: BSNT 220)

BSNT 323 Gospel of Luke (3 hours)

A survey of the background and distinct theological perspective of the Luke's Gospel followed by exegesis of selected texts. (Prerequisite: BSNT 220)

BSNT 324 Gospel of John (3 hours)

A survey of the background and distinct theological perspective of the fourth Gospel followed by exegesis of selected texts. (Prerequisite: BSNT 220)

BSNT 331 Romans (3 hours)

An exegetical course, also noting the problems of introduction, the origins of the Roman church, and the epistle's relationship to the gospel proclaimed by Paul. (Prerequisite: BSNT 230)

BSNT 332 Corinthian Letters (3 hours)

A study of 1 & 2 Corinthians that emphasizes their socio-historical situations in the context of Paul's mission, and their potential significance for issues confronting the contemporary church. Due to the amount of material to be covered, the class will not typically deal with every verse in both letters. Different strategies approach the text variously. Thus the class may focus on only one of the letters, or it may focus on themes in both. The class is thus to be viewed as the platform from which to observe and study Paul's interaction with the Corinthians Christians. (Prerequisite: BSNT 230)

BSNT 335 Prison Epistles (3 hours)

An introduction to and exegesis of Ephesians, Philippians, Colossians, and Philemon, stressing the relationship of these letters to broad themes in Paul's teaching. (Prerequisite: BSNT 230)

BSNT 336 Thessalonian Letters & Early Church Eschatology (3 hours)

Exegesis following background lectures with special attention given to related scriptures on the second coming of Christ. (Prerequisite: BSNT 230)

BSNT 338 Pastoral Epistles & Early Church Ecclesiology (3 hours)

An introduction to and exegesis of 1 Timothy, 2 Timothy, and Titus, focusing on church polity, roles in the church, and Paul's philosophy of ministry. (Prerequisite: BSNT 230)

BSNT 341 Epistle to the Hebrews (3 hours)

An exegetical study of the contents and meaning of the epistle in relation to the student's own personal Christian experience. (Prerequisite: BSNT 230)

BSNT 342 Theology of James (3 hours)

A careful study of the problems of introduction and the exegesis of the epistles of James and John featuring a practical focus. (Prerequisites: BSEG 101, BSNT 230)

BSNT 343 Epistles of Peter (3 hours)

An exegetical study of 1 and 2 Peter with cross references to other Scriptures examining the teachings and relevance of these letters to the Church, both historically and in this present age. Through this study the student will be able to comprehend issues facing the early church finding

its way in the faith, as well as to apply biblical truth to the issues faced by the church in the modern age. (Prerequisites: BSEG 101, BSNT 230)

BSNT 349 Book of Revelation (3 hours)

A careful exegesis of the text of the book of Revelation keeping the practical purpose of the book always in view. (Prerequisites: BSEG 101, BSNT 220, BSNT 230)

BSNT 350 Acts of Apostles (3 hours)

An analysis and exegesis of the Acts narrative. The course reviews the way Luke presents the story of the Church's beginnings, the historical setting and the key theological ideas arising out of that narrative. (Prerequisites: BSEG 101, BSNT 220; BSNT 230)

BSCS/BSEG/BSNT/BSOT 490 Senior Thesis (3 hours)

This senior level course provides the student with the opportunity to delve deeply into a particular topic of interest and to work with a faculty member to learn the rigors of constructing a sustained argument. Students planning on graduate work will welcome this opportunity to prepare for graduate level research and acquire expertise regarding the topic. The Senior Thesis is written as the course work for a course taken during the senior year or as a part of a directed study. Students must propose the thesis topic to the Foster School of Biblical Studies Thesis Committee the semester prior to writing the thesis. The proposal information is available from the biblical studies department chair.

Public Theology

BSPT 200/SOCI 200 Public Theology

This is an introductory course in Public Theology and thus will focus on the broad biblical imperative to, as Jeremiah has it, "seek the welfare of the city." This task is undertaken through exegetical analysis of a range of biblical texts performed in the context of contemporary social issues (such as Economics, Ecology, Justice, Gender/Sexuality, Power, Violence) with a view to establishing the norms of a redemptive dialogue. With that in view, the course further helps students to grasp the evangelistic impact of allowing the character of God to make contact with society's concerns. (Prerequisites: BSEG 101)

BSPT 310 Bible, Culture and Justice (3 hours)

This is a course in Public Theology and as such seeks to forge the foundation for redemptive dialogue between the church and the culture. The course will focus on the broad biblical

exhortation, as Jeremiah 29 has it, “seek the welfare of the city.” This task is undertaken through the particular exegetical analysis of the Sermon on the Mount. In light of this framework of Biblical Justice, the class will develop a basic understanding of Poverty and Development history and practice and what that has to say to culture and to the neighborhood. Finally, the surrounding neighborhood of Price Hill will be used as a case study to observe and practice Biblical Justice through the “Disciplines of Neighborliness.” (Prerequisite: BSPT 200)

BSPT 311 Bible, Culture and Ecology (3 hours)

This is a course in Public Theology, and as such seeks to forge the foundation for redemptive dialogue between the church and the culture. The focus of this course is to engage students in an exploration of how the Bible guides our relationship to the Earth God made, and helps students to frame local Christian ethics in global terms as they reflect on how we interpret the biblical values of Creation and the ecological values of contemporary society and industry. (Prerequisite: BSPT 200)

BSPT 312 Bible, Culture, Gender and Sexuality (3 hours)

This is a course in Public Theology, and as such seeks to forge the foundation for redemptive dialogue between the church and the culture. The focus of this course is to engage students in an exploration of how the Bible guides our understanding of human sexuality and gender. The course reflects on how we interpret biblical models and ideals concerning human sexuality and gender, and how the society interprets the same through the contemporary psychology, science, political necessity. (Prerequisite: BSPT 200)

BSPT 315 Bible, Culture and Race (3 hours)

This is a foundational course in Public Theology and thus will focus on the broad Biblical exhortation, as Jeremiah 29 has it, “seek the welfare of the city . . . for in its welfare you will find your welfare.” This task is undertaken through the particular exegetical analysis of the Biblical passages that provide a framework for understanding and responding to racial and ethnic justice. In light of this framework, the class will then seek to develop a basic understanding of the development of theological and racial constructs understanding the role of power, history, and otherness. Finally, the class will seek to engage directly our community’s history and practice, and what that has to say to the neighborhood, and ultimately to the culture at large.

Business Management

Accounting

ACCT 210 & ACCT 220 Introduction to Accounting 1 & 2 (6 hours)

These courses focus on the business process and examine the activities of firms from both an external, financial reporting perspective and an internal, management decision-making perspective. The fundamentals of financial and managerial accounting are integrated as opposed to keeping the areas separate. The class assignments will incorporate assignments that emphasize real world applications, including actual financial statements, to reinforce the relevance of topics to real business situations and promote student interest. (ACCT 210 is a prerequisite for ACCT 220.)

Prerequisite(s) for all 300 & 400 level Accounting Courses: ACCT 210 & ACCT 220**ACCT 310 Financial Reporting and Analysis (3 hours)**

This course emphasizes both the process of financial reporting and the analysis of financial statements. Students will learn to be good financial detectives who are able to read, use, and interpret the statements and most importantly understand GAAP regulations.

ACCT 320 Cost Accounting (3 hours)

This course provides tools for students to prepare, use and evaluate management accounting information. The course will focus on strategic decision-making, planning and control, product costing, and performance measurement and evaluation.

ACCT 330 Non-Profit and Government Accounting (3 hours)

This course is a study of the principles and practices of fund accounting as used by government, education, and other non-profit organizations.

ACCT 410 Fundamentals of Tax Accounting (3 hours)

This course is a study of the implications of taxation for decision making and planning for individuals and firms. The course will focus on the roles of accountants and tax preparers.

ACCT 420 Accounting Information Systems (3 hours)

This course will help students to understand how information technology can be used to achieve competitive advantage, and to improve decision making, business processes, operations, and organizational design.

ACCT 430 Auditing and Professional Ethics (3 hours)

This course introduces the student to basic auditing concepts, evidence and documentation, materiality, risk assessment, statistical sampling, internal control, analytical reviews and audit reports. It also provides an understanding of the auditing environment and professional ethics.

ACCT 395 Accounting Internship (3 hours)

An on-the-job work experience where accounting knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities in the accounting field and how one might better prepare to be a successful part of the accounting industry.

Business

BUSN 120 Microeconomics (3 hours)

This course is a study of the key principles of economics from the perspective of the individual consumer or firm. Topics include behaviors that lead to market equilibrium models, market elasticity in times of market change, international trade, competition, and monopoly.

BUSN 130 Macroeconomics (3 hours)

This course is an analysis and application of key economic principles from the perspective of national policy. Topics include measuring the long term performance of the national economy, short term business cycles, understanding fiscal and monetary policy, and the US banking system. (Prerequisite: BUSN 120)

BUSN 140 Personal Finance (3 hours)

A study that applies biblical principles to financial decision making through the instrument of a personal financial plan. Students will assess their existing financial status, determine life goals, and develop a personal plan for spending, investment, and risk management.

BUSN 210 Managing and Leading Organizations (3 hours)

A study of the basic management functions and processes in a variety of organizations. Topics include sustaining competitive advantage, value-chain management, strategy, control, and decision-making.

BUSN 230 Management of Information Technology (3 hours)

A study in the successful application of IT systems within a business organization. Topics include role of IT, hardware, software, E-commerce, internet, data storage and mining, security, and system management.

BUSN 235 Business Applications (3 hours)

This course is an experiential lab course designed to give students hands-on experience with presentation software, spreadsheets, and databases. The focus for this course is the practical implementation of common workplace technologies to resolve common workplace issues.

BUSN 240 Finance for Managers (3 hours)

A study of financial decision making within business organizations including financial analysis, budgeting, and capital management. Topics include financial markets, analysis of capital investment projects, financial planning tools, and resource management. (Prerequisite: BUSN 120)

BUSN 250 Research for Business (3 hours)

A course designed to introduce students to the process of gathering, recording and analyzing data to aid managerial decisions. (Prerequisites: BUSN 230, MATH 240)

BUSN 295 Mentoring Experience (.5 hours x 6 semesters)

This experience partners undergraduate business students with local business professionals who serve as mentors. The mentors meet regularly with students to serve as role models, coaches, and advisors helping students ponder career choices and consider how to best apply and advance their newly acquired knowledge in the pursuit of their professional and personal goals.

BUSN 310 Marketing (3 hours)

This course provides an introductory overview of management tools and decisions within the marketing function of the firm. The course places an emphasis on the processes and activities for creating, capturing, communicating, delivering and exchanging offerings that have value for consumers, clients, partners and society at large.

BUSN 320 Human Resource Management (3 hours)

A study of an organization's effort to select, evaluate, retain and develop effective workers who demonstrate a commitment to being part of a team which accomplishes the organizational mission. (Prerequisite: BUSN 210)

BUSN 325 Teams & the Workplace (3 hours)

The organization of work in the implementation of the strategic plan with work analyzed for how human efforts in teams and other small groups of various compositions and other structures can effectively bring that work to a quality level of completion as defined by the end-user.

BUSN 330 Organizational Communication (3 hours)

An introduction to the concepts of effective oral and written communication for interpersonal exchanges, as well as for functioning in teams and in other organizational settings.

(Prerequisites: SPCH 110, ENGL 111, BUSN 230)

BUSN 331 Professional Selling (1 hour)

This course is designed to communicate the principles of skills and practices related to selling in an organizational setting. Students will apply the skills they developed in BUSN 330 in addition to the practices in this course to implement a relational approach to selling.

BUSN 340 Operations (3 hours)

A study of the operations area in business organizations including commercial, service, and public organizations. Topics include forecasting, scheduling, inventory planning, measurement, quality control.

BUSN 346 Organizational Finance (3 hours)

A study of the preparation, analysis, communication, and interpretation of financial information for organizational decision-makers; including church, non-profit, and for-profit organizations.

BUSN 360 International Business (3 hours)

A study of the challenges of conducting business in foreign markets. Topics address the cultural, legal, political, geographic, technological and economic forces that influence how managers make decisions about global expansion and investment.

BUSN 380 Nonprofit Management (3 hours)

A study on the role of the nonprofit sector in society as well as an examination of both the theoretical and practical issues and problems faced by managers of nonprofit organizations.

BUSN 395 Internship (3 hours)

An on-the-job work experience where business knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities and how one might better prepare to be a successful part of industry.

BUSN 395 or 396 Field Experience (3 hours)

A course designed to allow students to obtain real world training experience. Students will secure positions in organizations relevant to their degree and stated career goals. This

experience is a supervised work experience involving employers and instructors in an organizational setting. *This course is for CALL only.*

BUSN 401 Diversity in Sport (3 Hours)

This course examines an encompassing perspective of diversity within North American and international sports organizations. Specifically, the course provides students with an analysis and understanding of the various ways people within sport organizations can differ. The course explores the issues of non-dominant, historically under-represented elements of U.S. society, with an emphasis placed on racial and gender issues.

BUSN 410 Strategic Management (3 hours)

This course contextualizes the functions of business within a framework of strategic management that considers the direction and goals of a firm; social, political, technological, economic, and global factors; industry and market structures; and organizational strengths and weaknesses. (Prerequisite: ACCT 220, BUSN 220, BUSN 240, BUSN 310)

BUSN 420 Contemporary Issues in Leadership (3 hours)

A course examining current issues for today's leaders such as leading a diverse workforce, leading complex systems, and nurturing ethical leadership. This course also reviews evolving perspectives on the role of the leader and the leader-follower relationship. Topics will be timely, relevant to organizations, with practical implications for leadership skill development. (Prerequisites: ACCT 220, BUSN 230, BUSN 240, and BUSN 310)

BUSN 430 Economics in the Neighborhood

This course is designed to present challenges to traditional economic theories that do not adequately explain the dynamics of how our current social systems interact with the realities of modern life in urban areas. Student will analyze how the application of economic theories like labor participation, calculation of GDP, and the historical understanding of labor in the home do not adequately explain or contribute to a holistic understanding of sustainable neighborhood development. This course is important for those interested in starting their own businesses, leading organizations that are working on community transformation, and those who take for granted the conventional wisdom around the economic theories of free choice. (Prerequisites: BUSN 120 for Business majors; BSPT 200 for Public Theology majors; SOCI 110 or 200 for UICS majors)

BUSN 440 Project Management (3 hours)

A study of the tools and processes of project management with emphasis on organizational structures and resources for successful management. Emphasis is on tools and techniques for project planning, staffing, and budgeting.

BUSN 450/PMIN 450 Leading Change (3 hours)

A study of the forces that drive organizations to change. The course examines resistance to change, and investigates a range of approaches and theories for implementing successful change efforts in organizations.

Entrepreneurship

ENTR 210 Introduction to Entrepreneurship (3 hours)

This course is a study of the process of starting a business or other organization. Students will learn about risk taking, developing a business model, writing a business plan, and acquiring the necessary human and financial resources. (Prerequisite: BUSN 120)

ENTR 310 Workplace Innovation and Strategic Planning (3 hours)

An applied class where students work to understand cultural perspectives on innovation and creativity as well as learning to apply those perspectives through strategic and operational planning in a small business or corporate setting. (Prerequisite: ENTR 210)

ENTR 410 Managerial Economics (3 hours)

This course is an advanced treatment of Microeconomic theories as they relate to decision making for the organization. Issues such as marginal analysis, game theory, and firm behavior in a market will be explored. (Prerequisite: ENTR 210)

IT Management

ITMT 210 Information Technology Systems Design and Development (3 hours)

This course will provide students with an overview of hardware and software solutions that are deployed in the business environment. (Prerequisite: BUSN 230)

ITMT 220 Introduction to Modern Analysis and Programming (3 hours)

This course will introduce students to some of the tools and techniques that are used in business analysis such as basic programming, structured query language, and Microsoft Excel. (Prerequisite: BUSN 230)

ITMT 310 Issues in Management of Information Systems (3 hours)

An overview of current issues related to the regulatory, ethical, and societal contact points with information technology and business. (Prerequisite: BUSN 230)

ITMT 410 Business Intelligence Tools and Application (3 hours)

A course that will give students applied experience with BI tools and theories. (Prerequisite: BUSN 230)

Marketing**MKTG 320 Marketing Research (3 hours)**

A study of the qualitative and quantitative methods used to design, collect, interpret, and report marketing research data. The course will explore the various types of marketing research, such as designing questionnaires, as well as the latest technological developments that make marketing research easier and more accurate. (Prerequisites: BUSN 310, MATH 240)

MKTG 340 Entrepreneurial Marketing (3 hours)

This course will require students to apply learning from ENTR 210 and BUSN 310 to create a marketing plan for a company that is in the early stages of development including selecting channels, creating a plan for acquiring additional capital, and leveraging market research. (Prerequisites: BUSN 310, ENTR 210)

MKTG 360/COMM 360 Internet and Social Media Marketing (3 hours)

A study of the basic principles of marketing applied to the growing fields of internet and social media marketing. Topics covered in this course will focus on the interpretation of data on internet usage, online advertising, email marketing, social network marketing, search engine marketing, and web traffic analysis. (Prerequisites, MKTG: BUSN 230, BUSN 310; Prerequisites, COMM: ENGL 110, ENGL 111, COMM 160)

MKTG 410 Advanced Marketing (3 hours)

This course builds on the basic principles and concepts taught in the Marketing course with a focus on issues such as the selection of segments, how to allocate resources across business units, segments, and other areas of the marketing mix. The course will also address contemporary issues facing today's marketing managers. (Prerequisites: BUSN 110, BUSN 210, BUSN 310)

Sports Management

SMGT 210 Principles of Sports Management (3 hours)

A study of the expanding field of sports and recreation with a wide-ranging examination of the basic structures found within the sport industry. Students will examine applications of managerial theories, and the ways in which sport organizations interact with each other and with other organizations in society.

SMGT 212 Coaching Skills: Basketball (1 hour)

This course is designed to give students practical skills that would allow them to be successful in creating a coaching philosophy, creating a coaching plan, coaching offense and defense, and evaluating player performance for basketball.

SMGT 310 Sports Marketing and Public Relations (3 hours)

A study of the basic marketing practices, procedures and operations of professional, college and recreational sport organizations. Students examine the ways in which sport organizations implement promotions, apply marketing research, and gain sponsorships and fund raising.

SMGT 311 Coaching Skills: Spiritual Development (2 hours)

This course asks students to consider the ways that spiritual development intersects with physical development in athletics from the perspective of a sports chaplain. Students will study from the perspective of the practitioner-athlete, the pastor, and the helping professions. This course is meant to build the theoretical framework for the role of the sports chaplain.

SMGT 320 Legal Issues in Sports Management (3 hours)

A study of the legal system as applied to professional and amateur sport organizations. Students will analyze legal issues, the implications of these issues, and how to limit and protect that liability of sport organizations.

SMGT 330 Sports in Society (3 hours)

A study of sport as it occurs in and is influenced by social groups, government, religion, and other organizations. Students will gain a better understanding of sport as a social phenomenon and spectacle throughout the United States and the world.

SMGT 340 Coaching and Game Management (3 hours)

A study of coaching philosophy, objectives, and style. Topics will include communication and motivational skills, teamwork, relationship building, discipline, and self-management skills. An additional focus will be placed upon the administration of sporting events and facilities.

SMGT 395 Sports Management Internship (3 hours)

An on-the-job work experience where knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities and how one might better prepare to be a successful part of the sports management industry.

Psychology

PSYC 110 Introductory Psychology (3 hours)

An introduction to the scientific study of human behavior including processes of physiology, cognition and affect, consciousness, social relationships, and psychopathology.

Prerequisite for all Psychology courses: PSYC 110 or the equivalent.

PSYC 150 Theories of Psychotherapy (3 hours)

An introduction to the counseling relationship and fundamental theoretical perspectives of counseling framed within a comprehensive Biblical view.

PSYC 220 Developmental Psychology (3 hours)

An examination of the interrelated psychological principles of human development, learning, and teaching, with application to a variety of educational settings.

PSYC 230 Marriage and the Family (3 hour)

An examination of healthy dating, pre-marital relationships, marriage, and family relationships.

PSYC 235 Child and Adolescent Psychology (3 hours)

Examines the world of the child and teen, with emphasis on physiological, social, psychological, and cognitive development. In addition, specific problematic behaviors associated with these age groups, along with counseling techniques, will be discussed.

PSYC 240 Research in the Behavioral Sciences 1 (3 hours)

An introduction to the methodology used in designing and analyzing psychological experiments, integrating theoretical and practical hypothesis testing with the use of appropriate parametric and nonparametric statistics. (Prerequisite: MATH 240)

PSYC 241 Research in the Behavioral Sciences 2 (3 hours)

An in-depth study of methodologies used to design and analyze psychological experiments and integrate theoretical and practical hypothesis testing. The course builds upon a foundation of quantitative and qualitative research methodology and is designed in an experiential research lab format where students will create and develop a research study, collect data, analyze the results, and present their findings. (Prerequisite: PSYC 240)

PSYC 250/PMIN 250 Basic Counseling Skills (3 hours)

This course explores contemporary trends and issues in counseling and explores these concepts through case studies and discussion. (Prerequisite: PSYC 150)

PSYC 251 Grief and Crisis Counseling (3 hours)

Prepares students for the role of helper as they deal with Crises, personally and professionally. Learn basic models of suicide assessment and prevention, as well as grief and loss as both typically accompany crisis situations on some level. (Prerequisite: PSYC 150)

PSYC 252 Child Therapy (3 hours)

This class examines children's counseling and mental health therapies from a variety of theoretical approaches. The techniques examined include play and creative based therapies and how they work within the developmental stages of children. (Prerequisite: PSYC 150)

PSYC 260 Sport Psychology

Sport Psychology surveys the research, theory and applications of psychology pertaining to exercise and sports. Explores current topics and issues relevant to sport psychology.

PSYC 270 Learning and Memory (3 hours)

Examines the major phenomena and theories of human and animal learning, memory and behavior.

PSYC 272 Cognitive Psychology (3 hours)

Examines cognitive processes and their role in language development, concept formation, problem solving, information processing, memory and perception.

PSYC 275 Motivation and Emotion (3 hours)

This course reviews the current theories related to the study of motivation and emotion and the contribution these theories make to the field of psychology. In addition, the class will explore how motivation and emotion have spiritual implications to the individual and to ministry in general.

PSYC 280 Personality Psychology (3 hours)

Examines the various theories of personality structure, dynamics and development.

PSYC 285 Social Psychology (3 hour)

Examines the behavior of the individual as a member of the group and behavior patterns within groups including social interaction, group organization and leadership, social influences on perception, cognitive processes, attitude formation, and attitude change.

PSYC 290 Physiological Psychology (3 hours)

This course serves as an introduction to the study of the biological component of behavior and psychology. Special emphasis will be placed on the function of the nervous system, cognitive systems, sensory, and motor systems.

PSYC 292 Sensation and Perception (3 hours)

This course provides an introduction to the understanding of sensory systems and their role in the process of perception.

PSYC 295 Human Sexuality (3 hours)

This course is designed to cover a broad range of topics in the area of human sexuality including the broad range of attitudes, behaviors, knowledge, practices, and myths pertaining to sexuality. Content also covers sexuality over the life cycle, socialization, dating, marriage, family, different sexual orientations, law, relationships, contraceptives, and sexual responsibility. A Biblical

perspective will be examined, and students will be encouraged to better understand their own sexuality as Christians.

PSYC 310 Psychological Testing (3 hours)

An introduction to psychological testing with a focus on the rationale, development, implementation, and diagnostic functions of psychological testing procedures and the statistical foundation on which these tests are based. Validity and reliability are accentuated throughout the course.

PSYC 350 Abnormal Psychology (3 hours)

An introduction to the definition, cause, and treatment of mental disorders from various theoretical perspectives. Classification will be explored according to the Diagnostic and Statistical Manual of Mental Disorders.

PSYC 352 Addictions and Substance Abuse (3 hours)

This course introduces the student to the effects drugs have on society and human behavior. Both licit and illicit drugs will be discussed from historical, psychological and sociological perspectives with a special emphasis on the impact of substance abuse on the family system. Treatment issues and counseling methods will be discussed. An application to ministry will be explored.

PSYC 353 Addictions & Substance Abuse 1 (3 hours)

This course will introduce the student to drugs and the effects on society and human behavior. Both licit and illicit drugs will be discussed from historical psychological and sociological perspectives with a special emphasis on the impact of substance abuse on the family system. Treatment issues and counseling methods will be discussed. An application to ministry will be explored. This course is designed to partially meet credentialing requirements for a *Chemical Dependency Counselor Associate, Phase I* (CDCA-I) credential, under the Ohio Chemical Dependency Professionals Board (<http://ocdp.ohio.gov/>): Theories of Addiction (10 hours), Counseling Procedures & Strategies with Addicted Populations (14 hours), Group Process & Techniques with Addicted Populations (5 hours), Assessment & Diagnosis of Addiction (3 hours), Treatment Planning (7 hours), and Legal & Ethical Issues Pertaining to Chemical Dependency (6 hours).

PSYC 360 History and Systems of Psychology (3 hours)

Examines the nature of psychology from a philosophical and historical perspective. An emphasis is placed on trends of psychological thought, key concepts in various branches of psychology and their relationship in contemporary systems and the development of psychology as a discipline.

PSYC 370 Applied Psychology (3 hours)

Examines the applications of psychology to the practical problems of society. Areas of interest can include: clinical and counseling, industrial, human factors engineering, educational and school psychology, sports psychology, environmental psychology, as well as forensic and medical psychology.

PSYC 395 Psychology Practicum (3-6 hours)

A field experience available in summer and school year formats focusing on functioning within an organization and doing work that has been demonstrated to augment academic learning in psychology. The practicum includes both an experiential and academic component.

PSYC 480 Psychology and the Bible Seminar (3 hours)

This course serves as the culmination of the psychology curriculum and applies previous learning in the various subfields of psychology to the development of a distinct Christian psychology. Topical discussions and analysis of assigned readings will encourage students to think critically about psychology from a Biblical perspective. (Senior Level Course)

Professional Education

EDUC 101 Introduction to Teaching (3 hours)

An overview of the field of education examining basic foundations of educational practice, components of quality programs, teacher qualities and preparation, and current trends and issues in the educational community. Five guided field observations are conducted in assigned classrooms in a local school. These field observations focus on five areas of the classroom environment based on the Ohio Educator Standards. These opportunities provide an avenue for systematic observation in diverse educational settings. Early childhood education majors only will enroll in EDUC 101 during the fall semester. All other education majors will enroll in EDUC 101 during the spring semester.

EDUC 220 Human Development & Learning (3 hours)

An examination of the interrelated psychological principles of human development, learning, and teaching, with application to a variety of educational settings. (Prerequisites: Sophomore status or higher; PSYC 110)

EDUC 225 Communication Development & Disorders (3 hours)

A focus on communication development of the young child with a particular emphasis on strategies to enhance this development. Major language acquisition theories will also be discussed as well as basic language development inventories. Both informal and formal assessment tools will be examined. Application of communication and its development in children will be made to emergent literacy. Characteristics of communication disorders will be discussed, as well as the disorders' impact on learning and academics. Five hours of field experience are completed in this course. (Prerequisite: EDUC 220)

EDUC 235 Children's Literature (3 hours)

A survey of the scope and variety of literature written for children, designed to highlight the use of children's literature in the teaching of reading. The role of children's literature in the teaching of phonemic awareness, reading for content, reading for enjoyment, and in the designing of thematic units, for example, is explored. The ability to determine quality, interest level, and readability of the literature is developed. Drama, art, creative writing, and creative movement are integrated as example strategies to facilitate children's responses to literature. The use of children's literature to teach interpersonal relationship skills, appreciation of diversity and culture, faith development concepts, and concepts across the academic curriculum are incorporated. Reading aloud to two different age groups of children is required. This is an appropriate study for persons interested in working with children in educational settings, counseling environments, or in a variety of ministry fields. (Prerequisite: CEMN 110 or EDUC 101 or permission of instructor)

EDUC 240 Instructional Technology (3 hours)

An examination of the use of the computer for educational purposes, such as classroom management, classroom presentations, and evaluation of educational software. The standards of the International Society for Technology in Education (ISTE) are highlighted in this course.

EDUC 245 Integrating the Arts: Curriculum & Practice for Young Learners (3 hours)

Curricular planning and implementation in the area of music, art, drama and movement, including an examination of the role of play are explored in this course. The developmental stages of children with respect to the curricular area and Developmentally Appropriate Practice

(DAP) are examined. Guidelines and ideas for curriculum design in each area are explored. In addition, participants engage in the development and use of sensory activities, puppetry, and food as part of the supporting curriculum in the early childhood classroom. As a culminating activity, participants prepare a thematic unit integrating the arts, and present it to children in K-3 classrooms from area schools. Ten hours of field experience are completed in this course. (Prerequisite: EDUC 101)

EDUC 250 Teaching Students with Diverse Needs (3 hours)

A survey course in the identification, assessment, and inclusion of children with diverse needs in a regular early childhood classroom or church setting, exploring techniques for working with children with diverse needs and their families. a substantial range of assessment practices, including standardized testing used by the state is discussed and analyzed. The course requires 10 (ten) clock hours of field experience, including an interview with a parent of a child with diverse needs, a directed observation, and tutoring a child with diverse needs. (Prerequisites: CEMN 110 or EDUC 101, and EDUC 220. EDUC 220 may be taken concurrently.)

EDUC 280 Methods of Teaching (3 hours)

A preliminary course that focuses on the practical side of planning and assessment in the classroom. Specific attention will be given to providing a foundational understanding of teaching and learning standards, lesson planning, differentiated instruction methods, the creation of safe learning environments, selection and designing of different forms of assessment and the importance of a reflective teacher. Participants will complete 10 hours of field experience in varied educational settings. (Prerequisite: EDUC 101)

EDUC 305 Youth Health, Safety & Nutrition (3 hours)

Through this course students will explore elements of health, safety and nutrition issues and solutions pertinent to today's youth. Upon completion of the series the student will qualify for certification in CPR, Blood Borne Pathogens and Communicable Disease training, and Child Abuse Recognition Training. Other topics of discussion during the class will be dealing the bullying, chronic and terminal illnesses, medical needs of youth, setting up safety management systems in the classroom, church or school and transportation safety issues.

EDUC 310 Preschool Education Clinical Experience (4 hours)

This is both a course and field experience. During the assigned class time, participants learn the benefits, limitations, and use a variety of observation tools. The field experience features participation in an early childhood program (5 hours per week) under the supervision of an

experienced early childhood educator at which time participants practice the observation techniques learned in class. Participants share outcomes or findings they gathered from a child study with the teachers and families in a structured conference-style setting. Pre-service teachers develop skills in the areas of systematic observation and reflection. Emphasis is also on developing professionalism, an understanding of children and families from a variety of cultural backgrounds, children with special needs, and a positive attitude toward the early childhood field. A total of 75 hours of field experience are completed in this course. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 320 Theory & Practice in Educational Settings (3 hours)

Four areas of educational practice are analyzed in-depth in this course in terms of educational prominent and emerging theories. These include program philosophies, curriculum design, assessment practices (including the value-added dimension) and the interrelated contributions of cultural, political, and social interactions. Consideration is given to current trends in early childhood educational practice. Participants complete advocacy projects for children and their families including a research project. (Prerequisite: EDUC 101)

EDUC 350 Social Studies for the Child (3 hours)

An examination and development of objectives, unit planning, curricula, and Developmentally Appropriate Practices (DAP) and methods for teaching social studies in the early childhood educational setting, including classroom experience. Participants gain an understanding of the Ohio Academic Content Standards for Social Studies. Participants engage in ten hours of field experience in a school setting. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 355 Mathematics for the Child (3 hours)

An examination and development of theory, principles, materials, and methods for teaching concepts of mathematics, including classroom experience. Participants engage in 10 (ten) hours of field experience. This course focuses on Developmentally Appropriate Practice (DAP) in the instruction of mathematics as well as understanding and implementing the Common Core State Standards for Math. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 360 Foundations of Reading (3 hours)

An examination of reading theory and process including emergent literacy, phonics, reading for content, scope and sequence of reading skills, and practical methods and materials for

instruction. This course focuses on Developmentally Appropriate Practice (DAP) in the instruction of reading as well as understanding and implementing the Common Core State Standards for English Language Arts. Five hours of field experience in a school setting is included. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 361 Teaching Adolescent & Young Adult Composition (3 hours)

Teaching Adolescent Writing and Composition is a methods course focusing on writing instruction for Adolescent and Young Adults. Class sessions will involve writing various types of composition required in a high school setting, planning lessons to implement writing instruction, discussing various topics germane to writing instruction, and researching various approaches to writing instruction. Twenty hours of field experience in an AYA setting will be required. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 362 Teaching Adolescent & Young Adult Literature (3 hours)

An examination of reading theory and process including an understanding of issues with adolescent literacy, teaching content reading and learning, and practical methods and materials for instruction. Five hours of field experience in an adolescent setting is included. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 365 Science for the Child (3 hours)

Through this course, future teachers will gain an understanding of ways in which a science-rich learning environment will support learning across the curriculum. Science is a vehicle for learning through discovery and inquiry. Basic science concepts including observing, collecting and recording data, organizing data and reflecting on observations are important skills for the young child. Teachers need to learn how to plan and assess learning systematically and adapt the curriculum to meet the needs of the learners. This course focuses on Developmentally Appropriate Practices (DAP) in teaching science to young learners as well as the Ohio Academic Content Standards for Science. Participants engage in five hours of field experience. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 370 Phonics & Linguistics (3 hours)

This course is designed to provide the pre-service teacher an examination of the principles of phonemic awareness, phonics, and grammar as they relate to reading, writing, and spelling. The pre-service teacher will also be provided opportunity to develop skills in assessment as well as

applying the knowledge gained in the course. Additionally, the cultivation of the pre-service teacher's appreciation for the value of the knowledge and skills of phonics and linguistics in the teaching of oral and written communication will occur. The course requires ten hours of directed field experience in a school setting. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 375 Reading Evaluation & Diagnosis (3 hours)

Reading remains the foundation of student learning. This course examines the value-added dimension, reading diagnostic tools, and reading evaluation tools educators need to assess and improve student learning, modify curriculum and instruction, and plan intervention strategies to meet the needs of all learners. The course requires ten hours of directed field experience in a school setting. An additional five hours of field experience are included, for a total of fifteen hours completed in the course. Assessments are used in the case study of a student within the corresponding licensure area. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 380 Critical Issues in Education: Connecting Home, School, & Community (3 hours)

This course focuses on the trends and critical issues related to teaching, such as current social issues and education reform. Students will learn how to work with students and families from diverse backgrounds, including varying economic, cultural, linguistic, and academic abilities. In this course, the NAEYC Code of Ethical Conduct and the Bible are utilized as tools for effectively integrating these concepts within home, school, and community settings. Additional concepts include advocating for children, defining community relations, and understanding the structure of family. Five hours of field experience are completed in this course. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 390 Early Childhood Classroom Management with Clinical Experience (4 hours)

The course includes an in-depth study of recent research and theory relevant to planning, organizing, and managing student learning and behavior in the early childhood classroom. The semester of clinical experience (five hours per week in an early childhood classroom setting under the supervision of a certificated/licensed early childhood education teacher) provides the opportunity for the application of the skills, knowledge and dispositions gained during the course. Substantial discussion centers around the range of assessment practices, including standardized testing used by the state. Developmentally appropriate management strategies are discussed and applied in the clinical experience. Focus on professionalism and communication skills used with children, parents/guardians, and professional team members are emphasized. The

participant's personal professional philosophy and portfolio is revised to incorporate principles from this course. A total of 75 hours of field experience are completed in this course. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 391 Special Education Classroom Management with Clinical Experience (4 hours)

The course includes an in-depth study of recent research and theory relevant to planning, organizing, and managing student learning and behavior in the special education classroom. The semester of clinical experience (five hours per week in a special education classroom setting under the supervision of a certificated/licensed special education teacher) provides the opportunity for the application of the skills, knowledge and dispositions gained during the course. Substantial discussion centers around the range of assessment practices, including standardized testing used by the state. Developmentally appropriate management strategies are discussed and applied in the clinical experience. Focus on professionalism and communication skills used with children, parents/guardians, and professional team members are emphasized. The participant's personal professional philosophy and portfolio is revised to incorporate principles from this course. A total of 75 hours of field experience are completed in this course. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 392 Music Education Classroom Management with Clinical Experience (2 hours)

The course includes an in-depth study of recent research and theory relevant to planning, organizing, and managing student learning and behavior in the music education classroom. The semester of clinical experience (three hours per week in a music education classroom setting under the supervision of a certificated/licensed music education teacher) provides the opportunity for the application of the skills, knowledge and dispositions gained during the course. Substantial discussion centers around the range of assessment practices, including standardized testing used by the state. Developmentally appropriate management strategies are discussed and applied in the clinical experience. Focus on professionalism and communication skills used with children, parents/guardians, and professional team members are emphasized. The participant's personal professional philosophy and portfolio is revised to incorporate principles from this course. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 393 Middle School & AYA Classroom Management with Clinical Experience (4 hours)

The course includes an in-depth study of recent research and theory relevant to planning, organizing, and managing student learning and behavior in the middle and AYA education classroom. The semester of clinical experience (five hours per week in a special education

classroom setting under the supervision of a certificated/licensed middle or AYA education teacher) provides the opportunity for the application of the skills, knowledge and dispositions gained during the course. Substantial discussion centers around the range of assessment practices, including standardized testing used by the state. Developmentally appropriate management strategies are discussed and applied in the clinical experience. Focus on professionalism and communication skills used with children, parents/guardians, and professional team members are emphasized. The participant's personal professional philosophy and portfolio is revised to incorporate principles from this course. A total of 75 hours of field experience are completed in this course. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 399 Teaching in the Content Areas (3 hours)

Candidates will complete one semester of clinical experience under the direction of a cooperating reading teacher/reading specialist in 7-12 public school setting. Under the guidance of the cooperating teacher, they will engage in the planning and observation of instructional activities designed to improve reading. Participants must be admitted to an Education licensure program or permission of instructor obtained.

EDUC 400 Clinical Field Experience/ Student Teaching (12 hours)

Teacher candidates will complete one semester (15 weeks) of school field experience under the direction of a cooperating teacher in a partnership school and a university supervisor. The teacher candidate will gradually assume the management and instructional responsibilities of a classroom with support and encouragement of the classroom teacher. Common Core State Standards, Ohio Academic Content Standards, lesson planning, classroom management, professionalism, and reflective skills are further developed. The procedure parallels the expectations and requirements of the entry year teacher for the State of Ohio. All requirements for licensure are addressed. For admittance to the Clinical Experience/Student teaching program see the Education Department Handbook.

Early Childhood Generalist Endorsement (Total: 9 hours must be taken together)

EDUC 450 Social Studies in the Middle Grades (2 hours)

The focus of this course is curriculum planning and implementation in the area of Social Studies for middle school students, including development of activities focused on student-based inquiry. Guidelines and ideas for curriculum support and development based primarily on fourth and fifth grade content standards are explored with a heavy emphasis on Ohio history. In addition,

participants engage in the usage of primary and secondary artifacts and field trip implementation as part of supporting the curriculum. As a culminating activity, participants prepare a final project integrating historical themes pertaining to specific regions of Ohio that is ready for classroom implementation.

EDUC 455 Mathematics in the Middle Grades (2 hours)

This course introduces students to the development of the basic ideas of numbers, number relationships, algebra, geometry, measurement, statistics, and probability in a problem-solving, activity-oriented approach to the study of mathematics appropriate for middle childhood (4 – 6) teachers. The structure of the course will stress: the interrelationships within mathematics and the connections that exist between mathematics and other disciplines; the communication of mathematics accurately, both orally and in writing; the elements of mathematical modeling; the evaluation, acquisition, and implementation of current technology and resources; the use of estimation and the reasonableness of answers; the integration of appropriate technologies into the curriculum; the use of patterns and relationships to analyze mathematical situations; the use of current literature on the learning and teaching of mathematics; and the opportunity to reflect on students' own mathematical behavior.

EDUC 460 Language Arts in the Middle Grades (2 hours)

This course offers a survey of the fourth and fifth grade English/Language Arts content, methods, and materials. The course focuses on understanding and implementing the Ohio Academic Content Standards for fourth through sixth grade with special attention given to fourth and fifth grade standards, benchmarks and grade level indicators in Language Arts. This course is an optional course for the Generalist Endorsement and can be taken at the discretion of the student.

EDUC 465 Science in the Middle Grades (2 hours)

Through this course, teachers will gain an understanding of ways in which a science-rich learning environment will support learning across the curriculum. Content for this course focuses on the Ohio Academic Content Standards for Science for the fourth and fifth grades, integrating technology, developing an understanding of the principles of science, and the connections between the physical, life, and Earth and space sciences. The course focuses on understanding and implementing the Ohio Academic Content Standards for fourth through sixth grade with special attention given to fourth and fifth grade standards, benchmarks and grade level indicators in Science. One field trip to a science museum is included.

EDUC 490 Teaching & Learning in the Middle Grades (3 hours)

This course includes a study of recent research and theory relevant to planning, organizing, and managing student learning and behavior in the fourth and fifth grade. Particular attention is given to the cognitive, social, emotional, and physical development of this age group as well as instructional strategies developmentally appropriate for the age group and structure of schools meeting the needs of the middle learner such as teaming and collaboration. Candidates participate in a field experience working directly with fourth and fifth grade students. The course focuses on understanding and implementing the Common Core State Standards and the Ohio Academic Content Standards for fourth through sixth grade with special attention given to fourth and fifth grade standards, benchmarks and grade level indicators.

Arts & Sciences

Communication Arts

COMM 110 Introduction to Communication Arts (3 hours)

An introduction to the field of Communication Arts, the skills involved, and the career directions possible. One emphasis will be journalistic writing.

COMM 160 Communication Arts Design & Development (3 hours)

A survey of theoretical concepts and current trends in computer-aided publishing with emphasis on layout, construction of effective publications, the printing process, and scanned images and graphics. Students will be involved in hands-on activities and practical applications.

(Recommended: COMM 110)

COMM 210, 211 Student Newspaper (3 hours each of two semesters)

A lab course introducing a variety of skills used by those in the communication arts field. The course will provide instruction and hands-on experience in writing, editing, and designing journalistic material for both print and online formats. Students will produce a weekly newspaper in both formats. (Prerequisites: ENGL 110, ENGL 111 or their equivalents. Recommended: COMM 110, COMM 160 or their equivalents)

COMM 261 Video Production (3 hours)

A lab course introducing video production skills. The course provides experience in video camera operation and editing skills as well as script development and realization. Weekly projects will contribute to development of a larger production. (Prerequisites: ENGL 110, ENGL 111, or their equivalents. Recommended: COMM 110, COMM 160 or their equivalents)

COMM 262/MUTC 262 Digital Technology in Worship (3 hours)

A lab course providing an overview of theoretical principles and current trends in technologies used in production and in performance and worship environments. The course also considers developing and administering a volunteer team. Students will be involved in hands-on activities and event applications. (Prerequisites: ENGL 110, ENGL 111 or their equivalents.

Recommended: COMM 110, COMM 160 or their equivalents)

COMM 264 Website Design & Management (3 hours)

A lab course providing an overview of theoretical principles and current trends in designing and maintaining an organizational website. Students will be involved in hands-on activities and applications. (Prerequisites: ENGL 110, ENGL 111 or their equivalents. Recommended:

COMM 110, COMM 160 or their equivalents)

COMM 290 Cross-Cultural Communication (3 hours)

A study of communication as it is informed and affected by individual and cultural contexts including considerations such as gender, class, culture, ethnicity, religion, norms, artifacts, language, etc. Special attention will be given to the importance of cultural competence for effective communication in cross-cultural contexts. (Prerequisites: ENGL 110, ENGL 111, ENGL 220)

COMM 360/MKTG 360 Internet and Social Media Marketing (3 hours)

A study of the basic principles of marketing applied to the growing fields of internet and social media marketing. Topics covered in this course will focus on the interpretation of data on internet usage, online advertising, email marketing, social network marketing, search engine marketing, and web traffic analysis. (Prerequisites for COMM: ENGL110, ENGL 111, COMM 160; Prerequisites for MKTG: BUSN 230, BUSN 310)

COMM 370 Public & Internal Communication (3 hours)

A survey course designed to equip students for work in three aspects of public relations: institutional identity, media/public contact, and internal organizational communication.

(Prerequisites: ENGL 110, ENGL 111 or their equivalents. Recommended: COMM 110, COMM 160 or their equivalents)

COMM 395 Communication Arts Internship (3 hours)

An on-field experience in which the student will have opportunities to develop specific communication skills (i.e., writing, editing, production, drama ministry, public relations, etc.).

The internship will typically occur after completion of approximately half of the requirements in the Communication Arts program. In special circumstances, additional hours may be added to the internship. (Prerequisites: ENGL 110, ENGL 111, COMM 110, COMM 160, or their equivalents and advisor approval)

Deaf Studies

DEAF 100 Ministry with Deaf People (1 hour)

An evaluation of personal fitness in attitude and signing skills and the mechanics of establishing a congregational ministry with deaf people.

DEAF 101 Beginning American Sign Language 1 (3 hours)

An introductory course in American Sign Language developing knowledge in ASL vocabulary, cultural aspects, grammatical features, and beginning conversational comprehensive and expressive skills.

DEAF 102 Beginning American Sign Language 2 (3 hours)

A continuation of DEAF 101 with additional work in each area. (Prerequisite: DEAF 101)

English

College English 1

Score of 18 or above on the English section of the ACT or

Score of 25 or above on the Writing & Language section of the SAT or

Successful completion of Basic English

Basic English Concurrent with College English 1

Score of 14-16 on the English section of the ACT or

Score of 19 or above on the Writing & Language section of the SAT

Basic English

Score of less than 18 on the English section of the ACT or

Score of less than 25 on the Writing & Language section of the SAT

For more information, contact the Director of Student Services.

ENGL 011 Basic English (2 non-credit hours)

A course required of those who test below the acceptable level for ENGL 110. Class sessions involve discussion of grammar principles and completion of printed and computerized exercises.

ENGL 110 College English 1 (3 hours)

A general composition course enabling students to practice communicating in appropriate and effective forms for a variety of audiences and purposes. Emphasis is placed on writing from different patterns of development with supplemental material covering grammar and research. (Prerequisite: Satisfactory performance on a placement test or successful completion of ENGL 011)

ENGL 111 College English 2 (3 hours)

A companion course to ENGL 110 covering additional patterns of development and writing situations. A major research project forms a part of the requirements. Also, attention is given to textual analysis. (Prerequisite: ENGL 110 or its equivalent)

Prerequisite for all English courses: ENGL 110, ENGL 111 or their equivalents.

ENGL 220 Survey of Multicultural Literature (3 hours)

An introduction to literary analysis using a survey of contemporary literature from different cultural settings. Attention is given both to literary forms and to social, philosophical, and religious meaning in the texts. (Prerequisites: ENGL 110, ENGL 111 or their equivalents)

ENGL 221 Theological Ethics in the Novel (3 hours)

A course that examines the intersection of concepts of God, religious truth, religious community, and personal and social morality as depicted in the novel genre. This course encourages participants to enter into a dialog with literature that explores Christian thought, the human experience, and moral practice.

ENGL 222 Introduction to Short Fiction (3 hours)

An introduction to the literary short story genre. Students will read, analyze, discuss, and write about short stories.

ENGL 224 The Literature of C. S. Lewis (3 hours)

An introduction to the life and writing of C. S. Lewis. A brief survey of his life is used to provide a context for reading and examining four works, selected to represent the variety of types of writing for which he is known. The class sessions will involve discussion and application of his writing. In addition, we will be watching two films, one focused on his life and one that is an adaptation of one of his works.

ENGL 230 Shakespeare (3 hours)

A study of representative histories, tragedies, and comedies by William Shakespeare. This course provides opportunities for students to consider these plays in the context of a range of contemporary scholarship.

ENGL 231 Theological Themes in Film (3 hours)

An introduction to film study through selected works from various periods, concentrating on the past twenty years. Focus is on understanding and applying such themes as the existence and nature of God, Jesus, prayer, salvation, heaven and hell, and angels.

ENGL 240 Introduction to Poetry (3 hours)

A survey course acquainting students with a variety of poetic forms. Special attention is given to language, sound, rhythm, imagery, interpretation, and writing about literature.

ENGL 250 Creative Writing: Non-Fiction (3 hours)

A survey course examining various types of inspirational and expository writing. Students will produce these types, including personal experience stories, personality profiles, devotional writing, editorial writing, and historical/Biblical narratives.

ENGL 251 Creative Writing: Poetry, Fiction, and Drama (3 hours)

A survey course studying and producing the three basic writing forms mentioned in the course title. The course will also examine uses and markets for these forms.

ENGL 310 English for Teaching and Editing (3 hours)

An advanced grammar course focusing on understanding, applying, and communicating the rules of English usage. Application sections deal with techniques for editing and preparation of instructional material, including those for speakers of English as a second language.

ENGL 321 19th and 20th Century Women Writers (3 hours)

An examination of selected works of various authors. In addition to examining the literature, students will investigate how the lives, cultures, and philosophical perspectives of the authors influenced their writing. (Prerequisite: ENGL 220 or its equivalent)

ENGL 330 Survey of Dramatic Literature (3 hours)

A period literature survey (from ancient Greece to contemporary America) with discussion of theater practices and theatrical figures as well as textual meaning. Emphasis is placed on student participation through responses to texts and presentation of period studies and semester projects. (Prerequisite: ENGL 220 or its equivalent)

ENGL 335 Drama Production and Performance (3 hours)

A survey course leading students step by step through the elements of drama production, from selecting material through cast selection and training to performance. Emphasis will be placed on developing skills and building a drama program in a school or church.

ENGL 380 Literary Theory and Criticism (3 hours)

An introduction to the major trends in twentieth-century literary theory and criticism: Russian Formalism, New Criticism, Reader-Oriented Criticism, Structuralism, Post-Structuralism, Deconstruction, Psychoanalytic Criticism, Feminism, Marxism, New Historicism, and Cultural Studies (Post-Colonialism, African-American Criticism, and Queer Theory). Additionally, students will gain experience in apply principles and methods of literary scholarship. (Prerequisite: ENGL 220 or its equivalent)

History

HIST 110 Ancient Near Eastern History (3 hours)

An overview of the political and cultural character of ancient near Eastern peoples from Persia to the Mediterranean and from Egypt to Anatolia, from Sumer to Alexander.

HIST 120 Classical Greek and Roman History (3 hours)

An analysis of the early Greeks, their classical and Hellenistic expression, followed by Rome's republic, revolution, empire, and fall; the emergence of the Byzantine east.

HIST 140 US History 1 (3 hours)

A survey of United States history from its colonial beginnings to the Civil War, emphasizing social and political factors in the development of the country.

HIST 141 US History 2 (3 hours)

A survey of United States history from the conclusion of the Civil War to the present, emphasizing political and social influences.

HIST 145 American Civil War Experience (3 hours)

An overview of the events leading up to the American Civil War, including the war itself, and looking at the conditions of life for soldiers in the war. Examines the political, military, constitutional, economic, and social events affiliated with the Civil War.

HIST 150 Modern World History (3 hours)

A survey of world events, issues, and movement from the Renaissance to the present. Emphasis will be placed on both understanding the elements within their own context and considering their impact on later periods.

HIST 220 History of Christianity in the Western World (3 hours)

A survey of Christianity from its origins to the present, placed in the context of western civilization. Political and social influences receive special attention.

HIST 230 History of the Restoration Movement (3 hours)

A survey of the Restoration Movement identifying the leading thoughts and figures that have contributed to this movement. Political, theological, and social influences upon this movement will receive special attention.

HIST 350 Researching History & the Social Sciences (3 hours)

A course designed to introduce students of history and the social sciences to the basic skills required for academic research, interpretation, and writing. While historical inquiry will be the primary discipline used for developing these skills, additional disciplines will also be explored with the goal of providing students with a broader range of understanding as to how research and interpretation are accomplished.

HIST 381 History Study Tour (1-3 hours)

The experience of travel study to historical destinations organized by specific faculty and scholarly guides. Pre-travel reading and post-travel writing projects are assigned.

Honors Seminar

HNRS 305 Honors Seminar

Honors Seminars are open to Honors Scholarship recipients. Honors Seminars are highly interdisciplinary and reflect a liberal arts emphasis on analysis, critical thinking, and the ability to integrate multiple domains of knowledge. The teacher is viewed as a facilitator of learning and lectures are infrequent. These courses provide enrolled students a special learning opportunity while also helping to build community within the Honors program. Seminars on various topics will be offered each semester on a pass/fail basis. Honors Seminars may be used to fulfill open elective requirements.

Language

LANG 110 Spanish 1 (3 hours)

An introduction to the Spanish language providing a foundation for ongoing language learning and equipping students with basic knowledge of the language. Emphasis is placed on basic grammar and vocabulary with primary focus on simple conversation.

LANG 111 Spanish 2 (3 hours)

A continuation of the study of Spanish language and culture. In addition to working to increase understanding of conversation and grammatical structures, students are introduced to short reading passages and begin developing writing skills. (Prerequisite: LANG 110 or its equivalent)

LANG 210 Spanish 3 (3 hours)

A course designed to build proficiency in the use of Spanish. Emphasis is placed on more advanced grammar and more meaningful conversation. (Prerequisite: LANG 111 or its equivalent)

LANG 211 Spanish 4 (3 hours)

A course creating an environment in which students communicate in more complex Spanish sentences. Emphasis is also placed on reading comprehension and writing skills. (Prerequisite: LANG 210 or its equivalent)

LANG 120 French 1 (3 hours)

An introduction to the French language providing a foundation for ongoing language learning and equipping students with basic knowledge of the language. Emphasis is placed on basic grammar and vocabulary with primary focus on simple conversation.

LANG 121 French 2 (3 hours)

A continuation of the study of French language and culture. In addition to working to increase understanding of conversation and grammatical structures, students are introduced to short reading passages and begin developing writing skills. (Prerequisite: LANG 120 or its equivalent)

LANG 220 French 3 (3 hours)

A course designed to build proficiency in the use of French. Emphasis is placed on more advanced grammar and more meaningful conversation. (Prerequisite: LANG 121 or its equivalent)

LANG 221 French 4 (3 hours)

A course creating an environment in which students communicate in more complex French sentences. Emphasis is also placed on reading comprehension and writing skills. (Prerequisite: LANG 220 or its equivalent)

LANG 130 German 1 (3 hours)

An introduction to the German language providing a foundation for ongoing language learning and equipping students with basic knowledge of the language. Emphasis is placed on basic grammar and vocabulary with primary focus on simple conversation.

LANG 131 German 2 (3 hours)

A continuation of the study of German language and culture. In addition to working to increase understanding of conversation and grammatical structures, students are introduced to short reading passages and begin developing writing skills. (Prerequisite: LANG 130 or its equivalent)

LANG 230 German 3 (3 hours)

A course designed to build proficiency in the use of German. Emphasis is placed on more advanced grammar and more meaningful conversation. (Prerequisite: LANG 131 or its equivalent)

LANG 231 German 4 (3 hours)

A course creating an environment in which students communicate in more complex German sentences. Emphasis is also placed on reading comprehension and writing skills. (Prerequisite: LANG 230 or its equivalent)

Math

MATH 010 Developmental Math (3 non-credit hours)

Required of those assigned based on test scores. This course is designed to strengthen a student's computational skills. Topics include operations with whole numbers, fractions, decimals, percentages, ratios and proportions, and their practical applications.

Prerequisite for all Math courses: Satisfactory performance on a placement examination or successful completion of MATH 010.

MATH 110 Problem Solving and Number Systems (3 hours)

Number systems and their properties; elements of number theory and an algorithmic approach to arithmetic operations using integers; data collection and introductory statistics; and probability. Emphasis on problem solving.

MATH 120 Geometry and Measurement (3 hours)

Inductive and deductive reasoning; sets; the study of two- and three-dimensional geometry; transformations, the coordinate plane; and measurement with standard and nonstandard units.

MATH 130 Mathematics for Business (3 hours)

Coverage of general mathematics as applied in the business environment. Key topics include banking, payroll, discounts, markups, taxes, insurance, financial statements, and statistics.

MATH 210 Pre-Calculus (3 hours)

A course covering algebra concepts ranging from polynomial, rational, and exponential functions to conic sections and trigonometry concepts such as sines and cosines. Students will also consider some analytic geometry and calculus concepts.

MATH 230 College Algebra (3 hours)

A study of algebraic expressions, equations, inequalities, relations, functions and graphs, polynomial and rational functions, systems of linear equations and inequalities, complex numbers, and matrices and determinants. A wide range of applications will be included.

MATH 240 Statistics (3 hours)

A study in the application of statistical analysis, hypothesis testing, and regression analysis in psychological research and business decision-making. Topics include descriptive statistics,

probability, probability distributions, sampling, and interval estimation. Common statistical software will be used to analyze and interpret data.

Philosophy

PHIL 210 Introduction to Philosophy (3 hours)

An introduction to the topics of truth, knowledge, reality, and ethics, aimed at providing a foundation in philosophy for the study of Christian apologetics and theology.

PHIL 220 World Religions (3 hours)

An introductory study in the beliefs and practices of the major contemporary non-Christian religions.

PHIL 230 Critical Thinking (3 hours)

A basic introduction to the principles and practice of logic, both deductive and inductive, including a survey of informal fallacies, for the purpose of improving communication and recognizing valid arguments.

PHIL 240 Political Theories (3 hours)

An introduction to political theories, aimed at providing a foundation in politics for the study of justice, law, and civic responsibility.

PHIL 250 Business Ethics (3 hours)

A study of the ethical foundations for sound decision making in management with a focus on how managers incorporate ethical values into corporate governance and strategy to benefit all of society. A special emphasis will be placed on biblical ethics and its influence on managerial decisions.

PHIL 310 Contemporary Philosophy (3 hours)

This is an advanced philosophy course that will introduce students to 20th and 21st century philosophy, with an emphasis on the philosophy of religion, ethics, and culture. The goal is to help students develop their own cohesive and functional views of reality within the contemporary landscape of secular and Christian thought.

PHIL 340 Survey of World Views (3 hours)

An introduction to basic elements of differing world views (perspectives of reality which are often taken for granted) discussing the big questions of life from various philosophical perspectives. The goal is to help students develop their own cohesive and functional views of reality within a Christian learning environment.

Pre-Law

PLAW 100 Introduction to American Government (3 hours)

A course designed to give students an analytical perspective on political science in the United States, including both general concepts and specific examples on various levels: national, state, and local.

PLAW 200 Introduction to the Legal System (3 hours)

An introduction to the basic concepts and structure of the American Legal System, its historical development, and the procedural and substantive elements that contribute to courtroom intrigue. (Certificate Course #1 of 4)

PLAW 210 Introduction to Constitutional Law (3 hours)

An introduction to the basic concepts in American constitutional law, its historical development, and techniques of constitutional interpretation and practical application. (Certificate Course #2 of 4)

PLAW 330 Business Law (3 hours)

A course spanning the broad realm of the most current law in the areas of contract formation, negotiable instruments, sales, leases, warranties, business organizations, creditor/debtor rights, employment discrimination, and environmental law. (Certificate Course #3 of 4)

PLAW 350 Non-Profit Law (3 hours)

A survey course navigating through the varied challenges in operations and government compliance experienced by today's religious institutions, public charities, private foundations, and educational, business, and social organizations committed to providing community services through a non-profit structure. (Certificate Course #4 of 4)

Science

NSCI 200 Principles of Scientific Discovery (3 hours)

This course is a basic introduction to the history, philosophy and methods of natural science. Special focus is given to the steps of the scientific method and the process by which scientists develop and confirm theories. Students also explore what separates scientific inquiry from other disciplines such as theology.

NSCI 205 Integrated Science (3 hours)

A study of the techniques and methods that make science unique, with emphasis placed on basic principles and their relevance to everyday activities. The scientific method will be emphasized to help students differentiate between real science and pseudoscience. Scientific principles will also be discussed in the context of the biblical narrative.

NSCI 210 Geology 1 (3 hours)

An overview of sedimentary geological materials, processes, and history in the context of nature as creation, involving lectures and a field trip to Mammoth Cave and Cumberland Falls (required).

NSCI 211 Geology 2 (3 hours)

A study of the work of ice and winds as agents of sculpture on a planet whose crust is affected by volcanism, mountains, oceans, metamorphism, ore and mineral genesis, and earthquakes, highlighted by a field trip to Lake James and Michigan (required).

NSCI 215 Dangerous Earth (3 hours)

This course investigates the ways in which the dynamic natural processes of this planet affect our society including geologic hazards such as volcanoes, earthquakes, landslides, flooding, and coastal erosion. Emphasis will be placed on the geology of northern Kentucky and southwestern Ohio, and the ways in which geologic conditions and geologic processes influence our lives.

NSCI 220 Biology (3 hours)

An introductory study in the basics of biology, focusing on human organ systems. Through a variety of experiences, students will learn general life processes and how these apply to the world in which we live.

NSCI 230 Chemistry (3 hours)

An introductory study of the fundamental principles of general chemistry through lectures and labs. Introduction to organic chemistry, food chemistry, and chemistry of household products and medications are included. The relationship of chemistry to daily lives is emphasized.

NSCI 240 Physics (3 hours)

An introduction to fundamental principles and processes of the physical world using various forms of mathematics. The course will include discussion of such topics as mechanics, gases/liquids/solids, heat, vibrations and waves, light, electricity, and magnetism.

Sociology

SOCI 110 Introductory Sociology (3 hours)

An overview of significant theories and issues in the study of human social behavior. Special attention will be given to ways in which sociological theory may be applied in Christian life and ministry.

SOCI 115 Cultural Studies in Public Life (3 hours)

This introductory sociology course provides an overview of the major theoretical perspectives and issues in the study of society with an emphasis on a Christian understanding of the field and using the sociological perspective to better understand and respond to our world.

SOCI 200/BSPT 200 Public Theology

This is an introductory course in Public Theology and thus will focus on the broad biblical imperative to, as Jeremiah has it, “seek the welfare of the city.” This task is undertaken through exegetical analysis of a range of biblical texts performed in the context of contemporary social issues (such as Economics, Ecology, Justice, Gender/Sexuality, Power, Violence) with a view to establishing the norms of a redemptive dialogue. With that in view, the course further helps students to grasp the evangelistic impact of allowing the character of God to make contact with society’s concerns. (Prerequisites: BSOT 100, BSNT 100)

SOCI 210 People, Places, & Cultures of the World (3 hours)

A course designed to get students thinking about the complex and dynamic relationships among people, places, and cultures of the world. The class will address how the Christian self fits within the complexities of human relationships (local, national, and international) in order to best operationalize the Great Commission. Other topics include globalization, homogenization, and diversification as they apply to the ever-changing landscape of today's world.

SOCI 220 Practical Anthropology and Lab (3 hours)

An introduction to the concepts and tools needed to gain a working understanding of other cultures: their worldviews, languages, customs, and social structures. The course involves a field laboratory in which students will use what they have learned to study specific cultures first hand.

SOCI 230 Dynamics of World Cities (3 hours)

A survey of the world's largest cities, factors which lead to growing urbanization, and the cultural and sociological features of urban environments compared to rural ones.

SOCI 260 Urban Community Development (3 hours)

An interdisciplinary study of the political, societal, economic, and logistical factors that inform and influence urban community development in domestic and international contexts. Attention is given to relevant social science theories and their applicability to assessment, planning, funding, partnership development, regulatory management, project implementation, and sustainability.

Speech

SPCH 110 Public Speaking (3 hours)

An introductory public speaking course designed to help students become informed and effective communicators and receivers of communication. It provides instruction and practice in research, organization of information, logical thinking, persuasion, and oral presentation.

SPCH 220 Advanced Communication (3 hours)

An advanced course concentrating on interpersonal and intercultural communication intended to acquaint students with both theory and practice in the varied world of communication among individuals of similar and different backgrounds. (Prerequisite: SPCH 110)

Ministry

Practical Ministries

PMIN 010 Spiritual Development (0 hours)

Field experiences for all students enrolled in degree programs.

PMIN 110 Introduction to Ministry 1: Calling and Spiritual Formation (3 hours)

This course examines the nature of divine calling and preparation for vocational ministry, with special focus upon the examination of one's personal story, discernment of God's leading, understanding of personal gifts and passions, and development of key formative disciplines of a healthy spiritual life.

PMIN 111 Introduction to Ministry 2: Practices of Ministry (3 hours)

This course introduces students to varied basic practices in the life and leadership of vocational ministry, with special attention given to underlying foundational principles that inform effective spiritual care-giving and leadership within the church. (Prerequisite: PMIN 110)

PMIN 220 Biblical Preaching and Teaching (3 hours)

An introductory study of the art and science of preparing and delivering Biblical sermons and lessons, including discussions of text selection, message construction, and audience analysis. (Prerequisite: SPCH 110)

PMIN 222 Principles and Practices of Teaching Adults (3 hours)

An in-depth examination of developmental issues for young adults through late middle-aged adults, focusing on faith development and its relationships to church, community, and world. Appropriate teaching skills will be practiced and a mentoring relationship established. (Prerequisite: SPCH 110)

PMIN 250/PSYC 250 Basic Counseling Skills (3 hours)

This course explores contemporary trends and issues in counseling and explores these concepts through case studies and discussion. (Prerequisite: PSYC 150)

PMIN 310 Leadership (3 hours)

An investigation into developing leadership characteristics and competencies for working with paid and volunteer staff in church and parachurch settings. This course will also address project management.

PMIN 320 Communication for Leadership

An introduction to the concepts of effective oral and written communication for interpersonal exchanges, as well as for functioning in teams and in other organizational settings.

PMIN 325 Biblical Exposition (3 hours)

A study of the principles and techniques involved in expository preaching and teaching, with attention given to responsible exegesis and exposition of the Biblical text. (Prerequisite: PMIN 220.)

PMIN 330 Women in Ministry (3 hours)

Theological, sociological, psychological and political issues encountered by women in ministry will be examined while highlighting examples of biblical, historical, and contemporary women of faith. Challenges and opportunities for women will be explored along with discussions relating to the personal responsibility required for ministry leadership.

PMIN 336 Teams & the Work Process (3 hours)

The organization of work in the implementation of the strategic plan with work analyzed for how human efforts in teams and other small groups of various compositions and other structures can effectively bring that work to a quality level of completion as defined by the end-user.

PMIN 340 Church Growth and Planting (3 hours)

A survey of the principles and strategies necessary for planting and growing churches in the U.S. and around the world.

PMIN 345 Strategic Planning & Decision Making (3 hours)

A study of the current philosophies and strategies of ministry and non-profit programming. Special focus will be given to strategic planning, implementation of technology, volunteer and staff development, community outreach, and marketing.

PMIN 346 Financial Decision Making

This course will involve the preparation, analysis, communication, and interpretation of financial information for organizational decision-makers with a special emphasis on church and non-profit organizations. Attention is also given to personal and ministerial finance as well as grant writing, managing capital campaigns and staff compensation.

PMIN 355 Preaching and Teaching from the Old Testament (3 hours)

A study of the proper way to responsibly and effectively prepare sermons and lessons from Old Testament texts, including instruction on communicating from narrative, poetry, and prophecy. (Prerequisite: PMIN 220)

PMIN 358 Leading a Multi-Ethnic Church

A focused study of the biblical foundations and best practices in the church's ministry to people of diverse cultural backgrounds. Emphasis will be given to equipping students to lead members of their own culture to build bridges to members of other cultures in the church.

PMIN 365 Preaching and Teaching from the New Testament (3 hours)

A study of the proper ways to responsibly and effectively prepare sermons and lessons from New Testament texts, including instruction on communicating from narrative, epistle and apocalyptic literature. (Prerequisite: PMIN 220)

PMIN 370 Personal and Church Finance (3 hours)

An examination of the principles and methods of sound personal and church financial management, giving special attention to the effective organization of the minister's personal finances as well as effective administration of the fiscal responsibilities of the local church.

PMIN 375 Advanced Preaching: Styles of Preaching (3 hours)

An historical and practical survey of trends in communication styles in church settings, also giving attention to devotional, evangelistic, life-situation, and special-occasion messages. (Prerequisite: PMIN 220)

PMIN 395 Ministry Internship (3 or 9 hours)

A field experience available in summer and school year formats focusing on functioning as a staff member of a church or church agency. The internship involves a pre-internship seminar and post-internship evaluations. Internships can be in the areas of Preaching, General, Youth/Children's, Worship, or Urban and Inter-cultural ministries, depending on the student's field of study.

PMIN 396 Ministry Practicum

Primarily designed for those who take the 3 credit hour internship experience, this course combines classroom instruction in congregational ministry practices with assignments that apply the material in local church settings.

PMIN 410 Contemporary Issues in Leadership (3 hours)

A capstone study of the major issues facing organizational leaders with an emphasis on the challenges facing the contemporary church and the leadership strategies needed to respond to these challenges.

PMIN 420 Case Studies & Problem Solving (3 hours)

A consideration of various challenges encountered by the vocational minister, including discussion of personality types, conflict styles and resolution, problem people, ministerial ethics, family and personal health, etc. This course includes extensive use of case studies, including situations from students' actual internship experience within their assigned Teaching Churches. (Prerequisite: PMIN 111 or PMIN 230)

PMIN 442 Principles and Practices of Teaching Adults (3 hours)

An in-depth examination of developmental issues for young adults through late middle-aged adults, focusing on faith development and its relationships to church, community, and world. Appropriate teaching skills will be practiced and a mentoring relationship established. (Prerequisite: SPCH 110)

PMIN/BUSN 450 Leading Change (3 hours)

A study of the forces that drive organizations to change. The course examines resistance to change, and investigates a range of approaches and theories for implementing successful change efforts in organizations.

PMIN 494 Teaching Church Ministry Internship 1 (4.5 hours)

PMIN 495 Teaching Church Ministry Internship 2 (4.5 hours)

Urban & Intercultural

UICS 110 Introduction to Urban and Intercultural Ministry (3 hours)

A hands-on introduction of the essential principles, practices, and philosophies that comprise effective urban and intercultural ministry. Attention is given to the biblical rationale for urban and intercultural ministry, missional organizations and their ministry models, and the student's personal philosophy of ministry. This course includes mandatory field trips.

UICS 212 Perspectives on the World Christian Movement

An introductory overview of world mission from biblical, historical, cultural and strategic perspectives, taught by a series of scholars and professionals with wide mission experience. Either the "Perspectives on the World Christian Movement" or the "Worldwide Perspectives" course will be accepted as credit.

UICS 260/YMIN 260 Global and Urban/Intercultural Youth Ministry (3 hours)

Provides an overview of the challenges global youth are facing and how the church must respond to meet their holistic needs. Careful attention will be done to looking how youth ministry is done in the city and throughout the world. This will be done through readings, road trips, analysis, group discussion, and lecture. (Youth Ministry degree requirement)

UICS 330 Preparing for Intercultural Ministry (3 hours)

A study of the personal and practical details involved in going to and working in a cross- cultural setting, including selecting a field, raising support, being accountable, learning another culture, and maintaining relationships, with application to a specific unreached people group of the student's choice.

UICS 341 Urban Ministries Seminar (3 hours)

A seminar course in which students do guided reading, discussion, and application in areas related to urban ministry with part of the time spent in class and the rest in local urban-ministry experiences.

UICS 346 Urban/Intercultural Field Study (3 hours)

A supervised field experience in the United States or overseas observing urban or cross- cultural ministry in action. Mandatory pre- and post-field orientations, independent readings and reports help the student reflect upon and assimilate lessons from this experience.

UICS 350 Non-Profit Leadership (3 hours)

A survey of the knowledge, skills, and behaviors essential to effective leadership of a nonprofit organization. Attention will be given to the social space in which nonprofits exist and operate, the stages of development, and the challenges and opportunities that emerge from the unique legal, regulatory, financial, and managerial obligations of a nonprofit organization.

UICS 351 Historical Perspectives on the Church's Global Mission (3 hours)

A survey of the mission work of the church from Paul's journeys to today including the dates, events, people, and policies at major milestones, studied in a way that helps the student understand and formulate present-day strategies.

UICS 355 Business as Mission (3 hours)

An introduction to business as mission (BAM), a holistic combination of social entrepreneurship, business operations, and evangelism. Students will learn the history and biblical rationale for

BAM. Economic, spiritual, social and environmental outcomes and strategies to achieve outcomes in those areas will be explored, considering both urban and cross-cultural contexts.

UICS 362 Cross-Cultural Evangelism and Discipleship (3 hours)

A study of the factors, which affect evangelistic outreach and discipling efforts in cross- cultural settings including development of a plan for reaching and discipling a particular people group.

UICS 365 Urban & Intercultural Seminar (3 hours)

UICS 373 Spiritual Warfare

This course provides the student with an introduction to key issues surrounding spiritual warfare: “For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms” (Ephesians 6:12 NIV). This course is interactive and built on generating and guiding proper exegetical discussion.

UICS 375 Cross-Cultural Leadership Development (3 hours)

This course presents students with an overview of the Biblical foundations, cultural considerations, and delivery options required to develop and provide appropriate levels of leadership training in cross-cultural settings.

UICS 380 Living Cross Culturally (3 hours)

This class will examine themes regarding cross-cultural living for missionaries and missionary families. Attention will be given to topics such as family issues and health, third culture kids, single missionaries, and urban workers. (Prerequisite: UICS 330)

UICS 390 BLOC Immersive Field Experience 1 (2 hours)

UICS 391 BLOC Immersive Field Experience 2 (2 hours)

UICS 392 BLOC Immersive Field Experience 3 (2 hours)

UICS 393 BLOC Immersive Filed Experience 4 (3 hours)

UICS 395 Urban & Intercultural Internship

UICS 455 Seminar in Mission Theology (3 hours)

A seminar designed to help students develop a vision for holistic ministry rooted in a biblically sound theology of mission. Students will demonstrate foundational skills to equip and empower indigenous Christian communities to interpret and apply the Bible in their cultural contexts.

(Prerequisites: BSEG 100, HIST 230, SOCI 220, DOCT 210)

Youth & Children's Ministry

YMIN 201 Christian Education for Adolescents (3 hours)

An in-depth examination of the theory of teaching youth (ages 11-18) with the study and practice of educational methods designed to “make learning happen” within the adolescent environment.

YMIN/UICS 260 Global and Urban/Intercultural Youth Ministry (3 hours)

Provides an overview of the challenges global youth are facing and how the church must respond to meet their holistic needs. Careful attention will be done to looking how youth ministry is done in the city and throughout the world. This will be done through readings, road trips, analysis, group discussion, and lecture. (Youth Ministry degree requirement.)

YMIN 301 Methods of Ministry with Children and Adolescents (3 hours)

An analysis of the fundamental components needed to find, design, begin, and build a ministry with children and adolescents. An emphasis is placed on the challenges faced, the relationships developed, and the organizational skills needed for these ministries.

CMIN 201 Principles and Practices of Teaching Children (3 hours)

An examination of developmental issues for preschool and elementary children (birth to eleven), focusing on faith development and its relationship to family, church, community, and the world. Additionally, participants will explore the practical components of teaching including the implementation of teaching strategies and techniques specifically targeted for the child. Field experience is required.

CMIN 301 Children's Ministry Organization and Planning (3 hours)

A study of the fundamental components needed to find, design, begin and sustain a children's ministry. An emphasis is placed on specific issues unique to developing a ministry to children and their families.

CEMN 110 Foundations of Education (3 hours)

An overview of education as it applies specifically to instructing and nurturing people of all ages in the church.

CEMN 210 Ministry to Families (3 hours)

An examination of the family ministry model as a strategy for strengthening families through biblical and practical methods, focusing on ways to create community, empower parents and to understand, support and minister to diverse types of families.

Music and Worship

MUAP Applied Music Studies | Performance Techniques

The heart of any music degree program is applied music studies, where a student takes private lessons from an experienced instructor. All degree graduates will have some experience in voice, piano and guitar. Beyond that, all are welcomed to refine their musical skills through individual application in particular specialties. A student's specialty might be a single genre (e.g., voice, guitar, piano, composition, etc.), or might be a combination of skills unique to the goals of that student (e.g., singer/songwriter who is a guitarist and creates music videos). No audit status is permitted. There is no refund of instruction fee after classes begin. Students enrolled in applied lessons on a degree program level are required to attend the Music Convocation twice a month, and to perform before peers as often as required. Evaluation of progress happens weekly and in writing from both the private instructor and the master teacher.

MUAP 100 Music Convocation (0 hours)

A weekly meeting of all students who are in a music degree program, whether minors or majors. One objective of the convocations is to provide opportunity for all applied students to have public performance in a master class format. The convocation is considered to be a group applied lesson. Other objectives of the convocation are to keep communication lines open, to provide training from local practitioners, and to provide a corporate worship experience.

MUAP 110g Guitar Methods (1 hour)

Group instruction (meeting two hours each week) for the student with little or no previous training in guitar. Covers fretboard technique, music reading, chord charts, left hand and right hand skills. Designed to introduce all students to guitars and their use in worship. Private applied lessons may be substituted in the case of students with previous experience, at the discretion of the instructor.

MUAP 110p Keyboard Methods 1 (1 hour)

Group instruction in a lab format (meeting two hours each week), designed for the student with little or no previous training in keyboard playing. Covers healthy technique, improvisation from charts, playing from chord charts and notation, and nuancing live sounds. Designed to introduce

all students to digital keyboards and their use in worship. Private applied lessons may be substituted in the case of students with previous experience, at the discretion of the instructor.

MUAP 110x Percussion Methods (1 hour)

Group instruction in a lab format (meeting 2 hours each week) designed for the student with little or no previous training in drum set/percussion playing. Covers healthy technique, improvisation with and without charts, playing from rhythm charts and notation, and manipulation of acoustic and electronic sounds. Designed to introduce all students to acoustic and digital drums and percussion and their use in worship. Private applied lessons may be substituted in the case of students with previous experience, at the discretion of the instructor.

MUAP 110v Voice Methods 1 (1 hour)

An introductory course designed to establish basic vocal technique, a beginning understanding of the singing voice, performance and memory skills, and healthy practice habits. Topics covered include diction, microphone use and styling techniques.

MUAP 121_ Applied Music Elector (1 hour)

A thirty-minute lesson each week whose credit does not count toward a worship leadership degree program, with a minimum requirement of weekly practice.

MUAP 151_ or 161_ Applied Music Major (1 or 2 hours)

MUAP 152_ or 162_ Applied Music Major (1 or 2 hours)

MUAP 251_ or 261_ Applied Music Major (1 or 2 hours)

MUAP 252_ or 262_ Applied Music Major (1 or 2 hours)

A thirty-minute lesson each week plus semi-monthly Convocation attendance. Repertoire is at the discretion of the instructor; generally contemporary worship, unless the instructor deems it best for the student to work on some other genre. Evaluation of progress is made verbally and in writing on a weekly basis, and a final public performance (board, shared event, etc.) may be prescribed. (Prerequisite: acceptance into the BSMW degree or declaration as a minor in music and worship, plus successful completion of previous level.)

MUAP 351_ or 361_ Applied Music Major (1 or 2 hours)

A thirty-minute lesson each week plus weekly Convocation attendance, with a minimum requirement of weekly practice. (Prerequisites: acceptance by audition as an applied major) Five semesters of study culminate in a 30-minute (half) recital.

MUAP 390 Worship Event (0 hours)

MUAP 490 Senior Project (0 hours)

MUCO Conducting | Performance Leadership

An essential part of the preparation of any musician is to be able to lead and guide a collaborative group of musicians with clarity and musicality. Leadership skills include traditional groupings and historically established conducting methods, but also focus on rehearsal techniques for informal contemporary groups.

MUCO 310 Music Team Leadership (3 hours)

A practical course in the organization and techniques of effective team rehearsals and performances. This course will develop musical ear and up-front leadership skills to efficiently and effectively accomplish the desired musical, artistic, spiritual and communal outcomes. Through tested and trending models students will be equipped with practical solutions to lead artists in various genres and to correct common musical issues. (Prerequisite: MUTH 110)

MUED Music Education | Pedagogy

CCU offerings in music education help to prepare our graduates to teach others in turn to become excellent musicians. Our graduates have been trained in best practices to coach volunteer team members, or teach applied music lessons, including how to establish a private teaching studio.

MUED 150 Sustainable Music Initiatives (1-3 hours)

This course will guide students through wide-ranging discussions on topics including the realities of the music business as it currently exists, new opportunities that have emerged in recent years, financial concerns within the industries at large, creating new and innovative programming, audience building, and the business tools necessary to finance a career in the arts. Students will explore the classical, jazz, and contemporary music businesses, as well as genre-bending music and well-known musician-entrepreneurs.

MUED 250 Music Pedagogy (3 hours)

A general survey of the materials and methods of music teaching. Students will receive specialized training and assignments in their chosen area of voice, guitar, piano, percussion, or other instrument. A survey of methods for teaching proper development of technique and of resources will be covered. Includes best practices of entrepreneurial enterprise, of setting up a studio, of advertising and outreach, and of recruiting and releasing students, of public

performance and monitoring student preparation. Also incorporates current trends in use of technology in teaching, and a detailed study of health and safety issues for the music professional. Field experience will include actual teaching as well as interviewing and observing teachers in student's area of specialization. Prerequisite: two semesters of applied study (beyond Freshman methods classes) and instructor approval.

MUEN Music Ensembles | Collaborative Performance

Certain aspects of musicianship are best learned in a collaborative environment, and a variety of types and sizes of ensembles will provide more opportunities for new learning. The BSM&W requires a minimum number of semesters of large ensembles, as well as specialized ensembles and a worship ensemble. These groups are also open to the campus as a whole, where non-majors are able to enrich their lives with musical participation.

Students enrolled in ensembles may be required to purchase an outfit as specified in the course plan.

MUEN 100v Vocal Ensemble

A select ensemble specializing in a *cappella* vocal music. The ensemble performs at several venues during the year, both on campus and off.

The following ensembles are offered on a rotation basis.

MUEN 100g Guitar Ensemble

MUEN 100h University Handbell Choir

MUEN 100i Pep Band

MUEN 100j Jazz Ensemble

MUEN 100k Keyboard Ensemble

MUEN 100w World Music Worship Ensemble

MUEN 100x Percussion Ensemble

MUEN 110 Worship Ensemble (2 hours/year)

Worship Ensemble is a select small ensemble made up of music & worship students, plus others by audition and need. The ensemble focuses on a wide variety of global repertoire, but all is centered on expression of Christian worship. Some public performances or worship events may be held, at the discretion of the director. (Prerequisite: acceptance as a degree student in music & worship, or special permission from the director)

MUEN 210 Vocal Ensemble (1 hour)

Concert Choir is a select mixed choir. Literature and performances vary from year to year to include the following types of experiences: seasonal concerts, conferences, major choral works, musicals, and a spring tour. (Prerequisites: audition and approval of director)

MUEN 220 Mixed Instrumental Ensemble (1 hour)

As a select mixed instrumental ensemble, the repertoire for the group varies widely, based on the makeup and needs of the group of musicians. (Prerequisite: acceptance as an instrumental applied major or special permission from the director)

MUEN 230 Creative Media Collective (2 hours/year)

A non-traditional music ensemble focused on using technology arts in worship. This group exists to generate creative media that aims to facilitate worship. "Creative Media" would include but is not limited to graphics, video, and audio. Each semester's project is at the discretion of the director. (Prerequisite: MUEN 110 and MUTC 110 or special permission from the director.)

MUFE Field Experience | Practical Internship

The BSM&W requires field experience under the supervision of a practitioner. The reason for this requirement is that some things cannot be taught in a college classroom, but must be experienced in the real world. We partner with several local churches and schools to help provide intentional mentoring under professionals in the field.

MUFE 300 Supervised Field Experience (0 hours)

A field experience in music ministry, under the supervision of the Director of Service Learning and an approved field mentor. Prior approval must be granted and the student must register in advance to receive credit. Christian Service hours may be used for this requirement. (Prerequisite: junior level standing with 60 credit hours)

MUFE 390 Worship Leadership Internship (1-5 hours/term)

A field experience in music ministry, under the supervision of the Director of Service Learning, a music faculty representative and a full-time music or worship minister serving as field mentor. (Prerequisite: junior level standing with 60 credit hours). May be repeated.

MUHI Music History and Literature | Musicology

All music students at CCU receive significant exposure to contemporary musical literature for worship, as well as traditional music presented within its historical and cultural context, including non-western cultures. Musicological studies cover standard classical literature, but all courses are slanted toward music that would be useful in the church.

MUHI 110 Music in World Cultures (3 hours)

An introduction to ethnodoxology—worship music of many cultures, including the history, styles, and composers of Western (European and American) music, as well as an overview of music from Africa, Asia, and Latin America. The course is designed to teach an awareness of aesthetic value in music, and tools for listening to music effectively, as well as an approach to appreciate a culture through experiencing the art (especially the music) of that culture. The course fulfills Humanities electives for any students, and is required for all tracks in the worship leadership degree.

MUHI 310 Music History Survey (3 hours)

A survey of the music of Western culture, exploring the development of Western music in depth through biography, history, and analysis with an emphasis on selective listening. (Prerequisite: MUHI 110)

MUTC Music Technology | Digital Media

At CCU, creative technology is an essential partner with live performance arts. Therefore, courses in music technology are required for every music degree program, and hands-on practical experience is included in most of our music courses. All music graduates are competent in multiple areas of music technology. These courses, though limited in size, are open to any students in the university.

MUTC 110 Introduction to Music Technology in Worship (3 hours)

This course provides an overview of various forms of technology arts, particularly as applied in music and worship ministry. Included are surveys of audio and visual technology commonly available in worship venues, digital audio workstations, basic audio engineering, utilizing backing tracks live, preparing backing tracks, and utilizing midi-based instruments. Visual topics include basic concepts in lighting design and hardware, basic concepts in projection software, and basic video production concepts. Management topics include current trends and tools in event technologies.

MUTC 210 Live Sound and Recording (3 hours)

This course provides an overview of current tools and trends in audio technologies used in production and performance and worship environments. It also covers common practice of several aspects of studio digital audio recording. (Prerequisite: MUTC 110 or equivalent)

MUTC 262/COMM 262 Digital Technology in Worship (3 hours)

A lab course providing an overview of theoretical principles and current trends in technologies used in production and in performance and worship environments. The course also considers developing and administering a volunteer team. Students will be involved in hands-on activities and event applications. (Prerequisites: ENGL 110, ENGL 111 or their equivalents.

Recommended: COMM 110, COMM 160 or their equivalents)

MUTC 310 Practical Keyboard Skills (1 hour)

A lab course covering practical aspects of keyboard music for the contemporary worship musician. The course includes service playing, including underscore, hymn styles, Gospel music styles, chord voicing, reducing and rebuilding musical arrangements, chord chart realization, stylization, congregational leading from the keyboard, collaborative playing in an ensemble, improvisation, modulation, electronic keyboards, recording, choir accompaniment, score reading, and congregational hymn playing. (Prerequisite: general keyboard proficiency)

MUTC 320 Live Design and Staging (3 hours)

A lab course providing hands-on experience in stage design and set building. Also an overview of current tools and trends in lighting technologies appropriate for various worship venues. Includes virtual environment, presentation software and video applications. (Prerequisite: MUTC 110)

MUTC 330 Film Scoring and Post-Production Audio (3 hours)

This course provides an overview of current tools and trends in video production, including pre-production and post-production. Also, hands-on experience in use of the most useful presentation software in common usage. (Prerequisite: MUTC 110 or equivalent)

MUTH Music Theory | Creative Methods

Music theory at CCU involves a thorough presentation of traditional theory, with emphasis on practical application for the contemporary worship musician. Music creation, including improvisation, songwriting, composition, arranging and recording are essential parts of our curricular offerings. Placement for music theory is done with written and aural testing at the time of audition for the program. All degree candidates must demonstrate an ability to read music before beginning applied lessons in their major area. This requirement can be fulfilled by the successful completion of Theory Proficiency.

MUTH 010 Foundations of Music Theory (2 hours)

A remedial course intended to prepare students to be college-ready in their musicianship skills that will be covered in the program by providing training in ten essential areas: 1) Traditional

music notation reading (pitch, key signatures, clefs, rhythmic representation, scales, sight singing from notation); 2) non-traditional music notation (pitch class, rhythmic notation options, improvisation); 3) functional harmony (including Roman numerals); 4) non-traditional harmony (including chord charts, Nashville numbers, keyboard and fretboard chords); 5) health and safety issues for musicians (protecting muscular-skeletal and hearing); 6) the harmonic series; 7) Keyboard theory; 8) Fretboard theory; 9) subtractive wind instruments (woodwinds); 10) and additive wind instruments (brass). The material is delivered via open online presentation, and is tested by quizzes associated with each topic. Students can take the quizzes and study the materials at any time, but tutoring led by faculty or current students is available in the spring semester of each year.

MUTH 110 Practical Theory 1 (3 hours)

A course designed to introduce practical musicians for the study of functional harmony in music for congregational use. Includes use of Nashville numbers, scale degree numbers, Roman numerals traditional notation, fretboard and keyboard theory, and is built around contemporary popular harmonic practices. Ear training is an essential part of the course, and focuses on identifying and transcribing melodies of folk and contemporary worship music. Much of the material is presented in video/online format, so that class sessions can be spent drilling and securing the information. (Prerequisite: MUTH 010, 011 or equivalent skills)

MUTH 120 Practical Theory 2 (3 hours)

Continued exploration of functional harmony from the perspective of application in music for congregational use. Built around Nashville numbers, scale degree numbers, fretboard and keyboard theory, and contemporary popular harmonic practices, as well as music of the Common Practice Period. Ear training is an essential part of the course, and focuses on identifying and transcribing more sophisticated melodies of folk, classical and contemporary worship music. Much of the material is presented in video/online format, so that class sessions can be spent drilling and securing the information. (Prerequisites: MUTH 110 or equivalent skills.)

MUTH 215 Writing and Arranging for Worship (2-3 hours)

Principles and practice in effective composition of hymns and worship choruses. Techniques of arranging for keyboard, worship team, choir, worship band, orchestra, and electronic instruments are approached through a combination of class instruction and individual writing projects. (Prerequisite: MUTH 120 or equivalent)

MUTH 220 Practical Theory 3 (3 hours)

This course is intended to complete the training in tonal functional harmony, from the perspective of application in music for congregational use. Focus on notation, analysis, and jazz theory, and contemporary popular harmonic practices of the 1960s and 1970s, as well as music from Debussy to the Postmodern Era. Ear training is an essential part of the course, and focuses on identifying and transcribing more chromatic tunes and extended harmonies of jazz ballads and show tunes. Much of the material is presented in video/online format, so that class sessions can be spent drilling and securing information. (Prerequisite: MUTH 120 or equivalent skills)

MUTH 230 Songwriting Workshop (1 hour)

Songwriting Workshop is intended as a workshop for people who are interested in creating music, with the conviction that creativity is best learned in a collaborative environment. We talk about characteristics of effective composition and songwriting, in particular, as well as topics of arranging, producing, mixing and marketing music. The center of the course, however, is about songwriting Christian music. Guest writers are regularly featured, and collaboration is strongly encouraged. The course can be repeated for credit. (Prerequisites: MUTH 120 or equivalent skills.)

MUWM Music and Worship | Worship Ministry

The intersection of music and worship is the center of our department. The BSM&W contains an appropriate mix of both disciplines, and all courses are constructed with a view toward application in ministry in the local church. The courses listed here have specific practical ministry preparation at their core.

MUWM 110 Worship Leadership (3 hours)

This course is designed for engagement in the practical and philosophical aspects of leading worship. Through a survey of worship traditions and an experiential learning environment, students will be led toward a refined philosophy of worship and toward implementing practical outcomes of that philosophy. Through hands-on, creative worship planning and in-class discussions, students will apply classroom concepts.

MUWM 210 Psalms and Hymns and Spiritual Songs (3 hours)

A survey of worship materials intended for congregational singing. Covers scriptural, theological, and historical approaches to texts. Emphasis on hymn stories and backgrounds of authors and composers, as well as current trends in congregational song. Musical elements are dealt with on a basic level; no musical experience is required. (Prerequisite: MUWM 110)

MUWM 310 Leadership & Administration in Arts Ministry (3 hours)

A survey of the music program and its relationship to the various ministries of the church with philosophical and practical application of ministry in the church for the church musician. This course is offered to provide general acquaintance with principles and materials for the ministry of the arts. It gives an overview of the life and work of a minister of the arts. (Prerequisite: MUWM 110)

MUWM 380 Theology of Worship (3 hours)

A course in the Contextual Theology of Worship, with contemporary practical application. Provides a detailed theological view of The Gathering, a biblical survey of worship encounters and an experiential exploration of worship practices in many traditions, cultures, and religions. The end objective is that each student will have a clear vision of best practices of the church gathering. (Prerequisite: MUWM 110)

Graduate Course Descriptions

Biblical Studies

Biblical Language: Greek

BSGK 510 New Testament Greek 1 (3 hours)

Part one of a two-part course that introduces the student to the grammar and syntax of Koine Greek (New Testament Greek), with a view towards the translation and exegesis of the New Testament.

BSGK 511 New Testament Greek 2 (3 hours)

Part two of a two-part course that introduces the student to the grammar and syntax of Koine Greek (New Testament Greek), with a view towards the translation and exegesis of the New Testament. (Prerequisite: BSGK 510)

BSGK 611–619 Greek Exegesis (3 hours)

A study of selected New Testament texts. Emphasis is placed on the process of translation and subsequent exegesis of the texts. (Prerequisites: either BSGK 510 & 511 or their equivalents, OR, for students transferring in Greek credit that is the equivalent of BSGK 510 & 511 from another institution, a satisfactory grade on the Greek proficiency exam.)

BSGK 611 Greek Exegesis: Synoptic Gospels

BSGK 612 Greek Exegesis: Readings in Johannine Literature

BSGK 613 Greek Exegesis: Galatians

BSGK 614 Greek Exegesis: The Pastoral and Prison Epistles

BSGK 615 Greek Exegesis: Readings in New Testament Ethics

BSGK 616 Greek Exegesis: Readings in Pauline Theology

BSGK 619 Greek Exegesis: Selected New Testament Readings

BSGK 790 Directed Study: Greek Exegesis (1–3 hours)

An independent study of New Testament or related Greek to be arranged with specific faculty members, with the approval of the Biblical Studies Department Chair and the Dean of the Foster School of Biblical Studies. 1-3 hours

Biblical Language: Hebrew

BSHB 510 Biblical Hebrew 1 (3 hours)

Part one of a two-part course that introduces the student to the grammar and syntax of Biblical Hebrew, with a view towards the translation and exegesis of the Hebrew Bible.

BSHB 511 Biblical Hebrew 2 (3 hours)

Part two of a two-part course that introduces the student to the grammar and syntax of Biblical Hebrew, with a view towards the translation and exegesis of the Hebrew Bible. (Prerequisite BSHB 510)

BSHB 611–616 Hebrew Exegesis (3 hours)

Selected readings designed to develop proficiency in reading and translating Biblical Hebrew. Readings will be selected from books and portions of the Hebrew text, including narrative and poetic materials. (Prerequisites: either BSHB 510 & 511 or their equivalents, OR, for students transferring in Hebrew credit that is the equivalent of BSHB 510 & 511 from another institution, a satisfactory grade on the Hebrew proficiency exam.)

BSHB 611 Hebrew Exegesis: Ruth and Esther

BSHB 612 Hebrew Exegesis: Amos & Micah

BSHB 613 Hebrew Exegesis: Selected Texts

BSHB 614 Hebrew Exegesis: Life of David

BSHB 615 Hebrew Exegesis: Elijah and Elisha

BSHB 616 Hebrew Exegesis: Judges

BSHB 621 Aramaic: Daniel

A study primarily of the Aramaic portion of Daniel, with a view toward its translation and exegesis. (Prerequisites: BSHB 510, BSHB 511)

BSHB 790 Hebrew/ANE Language Directed Study (1–3 hours)

An independent study of biblical Hebrew or related languages to be arranged with specific faculty members, with the approval of the Biblical Studies Department Chair and the Dean of the Foster School of Biblical Studies.

Biblical Interpretation & Cultural Criticism

BSEG 500 Introduction to Biblical Studies (3 hours)

An introduction to the history, literature, and interpretation of the Bible for students without requisite academic preparation in Biblical studies. This course or the equivalent is a prerequisite to all other Bible courses. (Also Offered Online)

BSEG 510 Introduction to Biblical Interpretation (3 hours)

A survey of methods of Biblical exegesis, with a view to the needs of practical ministry. This course prepares students to produce sermons, lessons, and small group materials. (Also Offered Online)

BSEG 521 eTools for Biblical Languages and Research

This course is a hermeneutics course designed to guide students through the effective analysis and use of original languages in the exegesis of biblical texts. Students will access the original languages through the Accordance software application and learn how to utilize that tool effectively to study the text in its historico-linguistic setting. Students will then be guided through important research techniques and resources necessary to facilitate achieving a well-informed exegetical perspective that will serve as the foundation for sermons and lessons. Finally, students will be instructed on writing, composition and citation practices that help them to communicate their research in either academic papers, or sermons and lessons. (Prerequisite: BSEG 510 or equivalent)

BSEG 600 Issues in Biblical Interpretation (3 hours)

A survey of historical and contemporary trends in the field of Biblical studies, exploring interpretive approaches to the text and the relationship between these approaches and theological conclusions. Prerequisite: BSEG 510 or equivalent. (Also Offered Online)

BSEG 680 Bible in Contemporary Culture 3 hours)

A study of the way the Bible is used in contemporary culture and its impact upon social norms and popular interpretation of the Biblical message. Close attention is paid to the strategies according to which one may effectively analyze, critique and describe such usage with a view towards enabling students to function as productive interpreters of the culture surrounding the church.

BSEG 790 Directed Study in Biblical Interpretation (1-3 hours)

Independent study to be arranged with specific faculty members, with the approval of the Biblical Studies Department Chair and the Dean of the Foster School of Biblical Studies.

Old Testament**BSOT 500 Old Testament Foundations (3 hours)**

An introduction to the history, literature, and interpretation of the Old Testament for students without requisite academic preparation in OT studies.

BSOT 600 Issues in Old Testament Criticism (3 hours)

A survey of critical issues relating to the interpretation of the Old Testament.

BSOT 641 Genesis (3 hours)

A study of the historical background and critical problems relating to this book followed by exegetical analysis. Emphasis is placed upon structuring devices and motifs that clarify the purpose of the book.

BSOT 642 Exodus (3 hours)

A study of the historical background and critical problems relating to this book, followed by exegetical analysis. Emphasis is placed upon the Sinai Covenant and the role of worship in Israel's national life.

BSOT 645 Deuteronomy (3 hours)

A study of the historical background and critical problems relating to this book, followed by exegetical analysis. Links between this text and the larger trajectory of Israel's history are explored.

BSOT 650-653 History of Israel (3 hours)

A survey of sources and contexts used in the study of the history of Israel. Emphasis is placed on the Biblical narrative and current efforts to integrate it into the larger history of the region.

BSOT 650/BSCS 650 History of Israel: Period of Origins

BSOT 651/BSCS 651 History of Israel: The Monarchy

BSOT 652/BSCS 652 History of Israel: The Exile and the End of an Era

BSOT 653/BSNT 653/BSCS 653 History of Israel: The Intertestamental Period

BSOT 661 Isaiah (3 hours)

A study of the historical background and critical problems relating to this book, followed by exegetical analysis. Tensions generated by a message of condemnation and hope are probed.

BSOT 662 Jeremiah (3 hours)

A study of the historical background and critical problems relating to this book, followed by exegetical analysis. Emphasis is placed on the role of Jeremiah as a vocal critic in the midst of a society in conflict.

BSOT 663 Ezekiel (3 hours)

A study of the historical background and critical problems relating to this book, followed by exegetical analysis. Effort is given to understanding Ezekiel's ministry of hope and restoration to an exiled people.

BSOT 664 Daniel (3 hours)

A study of the historical background and critical problems relating to this book, followed by exegetical analysis. The sovereignty of God, eschatology, and the personal development of a "Kingdom perspective" are among discussion points.

BSOT 665 Minor Prophets (3 hours)

A study of the dynamic of Old Testament prophetism and resultant literature. Analysis is given to the historical and social background, rhetorical strategy, and contemporary application of the message of the Minor Prophets (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi).

BSOT 671 Job & Lamentations (3 hours)

A study of the historical background and critical problems related to these books, followed by exegetical analysis. Applications to the problem of evil are probed.

BSOT 672 Psalms (3 hours)

An introduction to the various principles and forms of Hebrew poetry, followed by a study of prominent themes and exegetical difficulties. Practical and devotional uses of the text are explored.

BSOT 680 Seminars in Old Testament Studies (3 hours)

A focused study offered according to the expertise of instructors and interests of students. May be repeated for credit.

BSOT 790 Directed Study in Old Testament (3 hours)

Independent study to be arranged with specific faculty members, with the approval of the Division Chair and the Dean of the Foster School of Biblical Studies.

BSOT 799 Thesis in Old Testament Studies (3 hours)

New Testament

BSNT 500 New Testament Foundations (3 hours)

An introduction to the history, literature, and interpretation of the New Testament for students without requisite academic preparation in NT studies. This course or the equivalent is a prerequisite for all other BSNT courses.

BSNT 520 Life & Teachings of Jesus (3 hours)

A study of Jesus' teaching against the background of his life and death, focusing on critical and exegetical issues in the canonical Gospels.

BSNT 530 Life & Teaching of Paul (3 hours)

A presentation of the framework for how Paul produces his letters and the teaching therein against the background of his life and the social dynamics of the ancient world. Attention will be focused on moving from Paul's production of ideas to their contemporary application.

BSNT 600 Issues in New Testament Criticism (3 hours)

A survey of critical issues, relating to the interpretation of the New Testament.

BSNT 620 Issues in the Synoptic Gospels (3 hours)

A study of selected issues, arising from the critical study of the Synoptic Gospels and the historical Jesus, as they affect contemporary Christian faith and proclamation.

BSNT 631 Romans (3 hours)

An exegetical study that includes investigation of background information and major themes.

BSNT 632 Corinthian Letters

A study of 1 & 2 Corinthians that emphasizes their socio-historical situations in the context of Paul's mission, and their potential significance for issues confronting the contemporary church.

BSNT 635 Prison Epistles (3 hours)

An exegetical study of Ephesians, Philippians, Colossians, and Philemon, analyzing both the central elements in Paul's thought and his application of them in his interaction with the church. Attention is given to the way Paul's gospel serves as a point of coherence for both theology and practice.

BSNT 636 Thessalonian Epistles (3 hours)

An exegetical study that includes consideration of background and critical issues. Attention is given to the eschatology and ethics of the letters.

BSNT 638/PMIN 648 Pastoral Epistles (3 hours)

This course offers a detailed exegetical study of 1 and 2 Timothy and Titus, with emphasis on critical questions, historical context, and issues of particular concern to the contemporary church: inner-congregational relationships, legalism, church/state relations, gender roles, leadership/polity, benevolent care, mentoring.

BSNT 642 Epistle to the Hebrews (3 hours)

An exegetical study that includes an examination of critical and exegetical questions, with primary focus on the conceptual background and rhetorical structure of the argument of the book.

BSNT 643 Petrine Epistles & Jude (3 hours)

An exegetical study giving attention to critical issues, interpretive difficulties, and the theology of the letters.

BSNT 645 Book of Revelation (3 hours)

An exegetical study emphasizing how structuring devices and motifs unite and clarify the message of the text. The variety of interpretations surrounding this book is taken into account.

BSNT 650 Issues in Acts (3 hours)

A seminar course focusing on critical and theological issues in Acts with a view toward the contemporary application of the book.

BSNT 653/BSOT 653 History of Israel: The Intertestamental Period (3 hours)

A survey of sources and contexts used in the study of the history of Israel. Emphasis is placed on the larger history of the region.

BSNT 654 History of Israel: Late 2nd Temple Judaism (3 hours)

A survey and analysis of social, political, religious and ideological issues in late second temple Judaism, and their relationship to the New Testament and early Christianity.

BSNT 655 Christianity and the Greco-Roman Period (3 hours)

A survey and analysis of social, religious, ethical and philosophical issues in the Greco-Roman world, and their relationship to the New Testament and early Christianity.

BSNT 660 Johannine Literature (3 hours)

An exegetical study emphasizing themes in the Fourth Gospel and 1, 2, and 3 John. Focused discussion is offered on the historical situation that produced these books and how their contents reflect this situation.

BSNT 680 Seminars in New Testament Studies

A focused study offered according to the expertise of instructors and interests of students. May be repeated for credit.

BSNT 790 Directed Study in New Testament Studies (1–3 hours)

Independent study to be arranged with specific faculty members, with the approval of the Biblical Studies Department Chair and the Dean of the Foster School of Biblical Studies.

BSNT 799 Thesis in New Testament Studies (3 hours)

Theological Studies

BSTH 510 Contemporary Culture in Theological Perspective

This course is an introduction to graduate-level work in theology, with special attention to the ways biblical Christianity engages and understands contemporary culture. The course will primarily explore concepts and texts that present the various challenges—and potential solutions—currently found in teaching and living the bible in an ever-changing world. Concepts covered: the technological society, post-truth, postmodernity, feminism, naturalism, inter-faith dialogue, race, globalization, and more.

BSTH 520 Contemporary Approaches to Theology

This course provides students with a working knowledge of the key concepts and issues related to contemporary Christian theology. Students will develop skills to think theologically, addressing major cultural and ecclesial issues in contemporary society. A survey of significant theological thought provides students with a broad awareness of the scope of theology in society. Students will engage in discussion, reading, and practical projects to facilitate the learning process.

History

HIST 530 History of the Restoration Movement (3 hours)

A study of the background, inauguration, and development of the Stone-Campbell movement, focusing on the concern for the development of Christian unity, the restoration of New Testament authority, and the need to balance these two with an applicable concept of Christian liberty in the area of non-essentials. (Also offered online.)

HIST 560 Early Church History (3 hours)

A study of the history of the early church in the first six centuries, carrying the story down to the pontificate of Gregory the Great. Special attention will be given to how certain problems within the church gave rise to developments that created an institution radically different from that pictured in the New Testament.

HIST 570 The Protestant Reformation (3 hours)

A study of the church from 1500 to 1650, with special attention both to the major reformers and to how the sociopolitical situation in various countries channeled the Reformation in those countries.

Ministry

PMIN 501 Introduction to Vocational Ministry (3 hours)

This course is designed for students with minimal experience in leading a local church. It is integrative in nature, giving attention to preaching, evangelism, education, administration, pastoral care, worship, plus other practical facets of ministry.

PMIN 502 Spiritual Formation (3 hours)

A course designed to help students recognize the importance of a disciplined Christian life. While the focus is on one's spiritual development, attention is given to the relatedness of the physical, emotional, and mental to the spiritual. Resources and practices will be presented to help the Christian leader personally, as well as guide others to spiritual maturity. 3 hours (Also Offered Online and in Hybrid Format)

PMIN 505 Current Trends in Worship (3 hours)

A practical survey of major trends in the public worship assemblies of today. Worship is explored as a central ministry of the congregation and a key factor in forming the inner life of the Church. The aim of this course is to focus on the entire service of worship not only as trends and styles, but to examine the deeper issues that distinguish Biblical worship, promote spiritual growth and achieve active participation for worshipers in today's church.

PMIN 510 Cultural Frameworks of Ministry (3 hours)

This course is designed to help the student understand the transitional atmosphere of the church in the post-modern era. It will assist in the interpretation of the world today and demonstrate how the church can be relevant while maintaining integrity and spiritual significance as the body of Christ.

PMIN 515 Leadership and Management for Ministry (3 hours)

This course examines biblical and contemporary principles of leadership and management, providing the student with foundational and relevant help in leading today's church. Special topics include leading across boundaries and in diverse contexts; leading through transition; oversight of both paid staff and volunteers; motivation and accountability systems; and, upward/360 leadership.

PMIN 521 Theology of Pastoral Care and Counseling (3 hours)

A study of the Biblical and theological foundation for pastoral care and counseling. Discussions include the history of pastoral care and counseling and current theological trends in the modern pastoral care and counseling movement.

PMIN 540 Leadership and Management for Ministry (3 hours)

This course examines Biblical and contemporary principles of leadership and management, providing the student with foundational and relevant help in leading today's church in transition.

PMIN 560 Characteristics of a Healthy Church (3 hours)

This course will survey the characteristics, purpose, and function of the local church consistent with Scripture and relevant to the world in which it exists. Common challenges and opportunities for effective witness and service will be included in the material.

PMIN 561 Biblical and Contemporary Dynamics of Church Development (3 hours)

This course will be a study of the church's development as found in the book of Acts, a review of church growth principles in the 21st century, and a study of church health dynamics currently found in thriving local churches.

PMIN 574 Assimilation and Involvement of Members (3 hours)

This course is concerned with developing an application of the concept of an every-member ministry in which people are assimilated, equipped, and involved in ministry to meet human needs and staff the activities of the church.

PMIN 593 Extra-Curricular Learning Experience (1-3 hours)

Academic credit may be given for advanced seminars in practical ministries or pastoral leadership when offered by agencies and persons with appropriate academic credentials. Arrangements for course and number of credit hours must be made in advance of learning experience. Arranged with chairman of the field in which the student is studying.

PMIN 631 Pastoral Care and Communication (3 hours)

This course is intended to equip the student with a perspective for overall pastoral care in a church and the role that preaching and teaching plays in that care. A great deal of a minister's time and energy is devoted to pastoral care, and preaching and teaching provides a major component of nurturing, discipling, encouraging, and developing the body of Christ.

PMIN 648/BSNT 638 Pastoral Epistles (3 hours)

This course offers a detailed exegetical study of 1 and 2 Timothy and Titus, with emphasis on critical questions, historical context, and issues of particular concern to the contemporary church: inner-congregational relationships, legalism, church/state relations, gender roles, leadership/polity, benevolent care, mentoring.

PMIN 790 Directed Study in Professional Ministries (1-3 hours)

The student is directed in reading and research in some aspect of preaching, ministry, counseling, or church administration according to the individual's problems, needs, or interests. The course includes conferences with a faculty supervisor and papers, projects, or examinations. To be arranged with the approval of the Dean of the Russell School of Ministry.

PMIN 792/793 SLE/SME (Internship) in Pastoral Leadership (3 hours)

This is a program to provide a link between the classroom and the field. A student may observe and do work under the direction of a person who has developed expertise in a given area of ministry. May be arranged for additional hours in some cases.

Master of Arts in Counseling Course Descriptions

Counseling courses should be taken in sequence, especially noting prerequisite requirements.

#Open only to MAC students

*Counseling Elective

COUN 500 Foundations of Mental Health Counseling (3 hours)

This course provides an overview of professional issues within the field of clinical mental health counseling. This course focuses on the history and philosophy of the counseling profession, the professional identity and role of clinical mental health counselors, the public and private practice of mental health counseling, and the general framework of consultation with other helping professionals.

COUN 502 Spirituality & Counseling (3 hours)

The course will address questions related to the interaction of the mind with classical approaches to integrating spirituality and religiosity into counseling. Spiritual formation with attention to specific actions designed to facilitate healthy spiritual development in both counselors and clients will be addressed. Additional topics include the impact of trauma, family of origin issues, and neuroscience on spiritual and moral development and growth.

COUN 510 Counseling Theories and Methods (3 hours)

A survey of contemporary counseling theories and techniques. Topics covered will include the counseling process, comparison of various theoretical approaches, and an introduction to professional ethical issues in counseling.

#COUN 511 Diagnosis of Mental and Emotional Disorders (3 hours)

This course provides an examination and practical use of the current edition of the Diagnostic & Statistical Manual for Mental Disorders and an understanding of the International Classification of Diseases. This course focuses on conducting mental status examinations, and on the development and recognition of a framework for identifying symptomatology, etiology, and psychodynamics of mental and emotional disorders. (Offered online only)

COUN 512 Ethical and Professional Issues in Counseling (3 hours)

A review of ethical and legal considerations in professional counseling, which includes an introduction to ethical guidelines and standards of the American Counseling Association (ACA) and Ohio Law (4757). An examination of professional issues, including counselor identity, history, and philosophy of the counseling profession, professional organizations, credentialing, and counselor self care. Attention is given to the identity, professional standards, organizations, and employment settings of the mental health counselor as well as an examination, management and evaluation of mental health services including community programs, community interventions, and needs assessment in the public, private, and church organizations.

COUN 515 Human & Family Development (3 hours)

This course provides information regarding human development theory and research. Changing trends and issues are also explored with focus upon family life cycle variations. Emphasis is given to the application of scientific knowledge to select issues and thematic narratives of lifespan development as well as to information regarding child development in families and their socio-cultural contexts.

COUN 518 Theological Foundations & Counseling (3 hours)

This course provides an overview of how Christian theological foundations are relevant within mental health counseling, especially related to the concepts of grace, sin, suffering, healing, redemption, sanctification, and the image/nature of both humanity and God. Additional topics addressed within this course include integration of theological concepts and counseling, models of faith development, moral development and reasoning, cultural theologies related to counseling, spiritual warfare, and the personal/spiritual implications of death and heaven/eternity.

*COUN 534 Pre-Marital Counseling (3 hours)

An examination of the need for pre-marital counseling and a rationale and several methods to meet the need of helping couples prepare for a successful marriage.

COUN 561 Group Counseling (3 hours)

This course provides theoretical and experiential knowledge of group counseling. Emphasis will be placed on understanding group purpose, development, dynamics, roles, leadership, theories, methods and skills.

COUN 570 Career Counseling (3 hours)

This course concentrates on career development theories and their implication for appraisal of vocationally related interests, aptitudes and personality characteristics. It will emphasize the practice of career development and planning for those individuals and groups desiring career counseling in various settings. (Only offered online with two on-site meetings at the Cincinnati campus)

COUN 575 Social & Cultural Foundations (3 hours)

This course will provide an introduction to many of the current issues that counselors and ministers face in terms of how culture impacts their work with others. Areas of focus include: theories of multicultural counseling; identity development; advocacy and social justice; characteristics and concerns when working with diverse groups nationally and internationally; attitudes, beliefs, understandings and acculturative experiences designed to foster understanding of self and others; strategies for working competently with diverse populations; and counselors' roles in promoting optimal wellness and growth of human spirit, mind and body as well as eliminating biases, prejudices, oppression and discrimination.

#COUN 580 Counseling Assessment (3 hours)

This course is an examination of the use of assessment and testing instruments in counseling. Discussions include the purpose of counseling, education, and psychological assessment; client welfare; competence to use and interpret tests; informed consent; release of information; proper diagnosis; test selection; conditions of test administration; diversity and culture; test scoring and interpretation; test security; obsolete and outdated test results and test construction in counseling. (Only offered online with 3 on-site meetings at the Cincinnati campus)

#COUN 582 Counseling Techniques (3 hours)

Practical application of basic helping skills, clinical documentation, and professional behaviors in counseling at the campus counseling center. An experience of initiating, developing, and sustaining a professional relationship. (Offered in hybrid format)

#COUN 592 Counseling Practicum (3 hours)

Initial supervised practice of counseling in the campus counseling center. Individual/triadic supervision and seminar discussion are used for the continued development of counseling skills, strategies, techniques, interventions, and professional role. (By permission only.)

COUN 593 Advanced Counseling Practicum

Continued supervised practice of counseling in the campus counseling center. Individual/triadic supervision and seminar discussion are used for the continued development of counseling skills,

strategies, techniques, interventions, and professional role. (Offered in hybrid format and by permission only.)

#COUN 594: Practicum III (3 hours)

Continued supervised practice of counseling in the campus counseling center. Individual/triadic supervision and seminar discussion are used for the continued development of counseling skills, strategies, techniques, interventions, and professional role. (By Permission Only.)

COUN 595 Substance Abuse Counseling (1 hour)

This course provides an introduction and overview of substance abuse/dependence counseling that includes alcohol, prescription and nonprescription drugs for adolescents and adults. Various theoretical models will be introduced along with the stages and process of change toward recovery. Assessment, interventions, treatment modalities, motivational interviewing, dual diagnosis, effect of trauma on addiction, treatment planning, relapse prevention are included. Additionally, the impact of addiction on families and how addiction manifests itself on adult children will be addressed. Ethical issues in the treatment of substance abuse/dependence and licensure requirements are discussed. (Online)

COUN 597 Psychopharmacology for Counselors (1 hour)

An examination of psychopharmacological medications most frequently used in the treatment of mental health problems, including classifications, indications, contraindications and side effects. The course will also focus on when and how to make an appropriate referral for a medication evaluation.

COUN 598 Substance Abuse Prevention Strategies (1 hour)

This course will introduce the student to substance abuse prevention, including models of prevention, prevention and intervention strategies, needs assessments, and related factors that contribute to addictions and compulsive behaviors. This course is designed to partially meet credentialing requirements for a Licensed Chemical Dependency Counselor credential, under the Ohio Chemical Dependency Professionals Board (<http://ocdp.ohio.gov/>): Prevention Strategies (12 hours) and Pharmacology (3 hours).

COUN 599 Marriage & Family Counseling (1 hour)

The purpose of this course is to provide students with an overview of prominent history, theories family systems, strategies, techniques and practices when working with couples and families. This course provides an introduction to the theory, research, and practice of marriage and family

counseling. Students will gain an understanding of healthy marriage/family systems, the therapeutic process, and the practice, marriage and family counseling. (Online)

***COUN 618 Applications of Christian Counseling (3 hours)**

This course will address practical applications of faith-based resources in a counseling environment to address mental health concerns that are confronted in both mental health and pastoral counseling settings. Appropriate Biblical resources and ethical considerations of their application will also be addressed. The course focuses on the study of and the integration of psychological theory and practice with theology, spirituality and Christianity.

***COUN 620 Theory and Techniques in Marriage and Family Counseling (3 hours)**

The treatment of individuals, couples, and families from a relational/systemic perspective. Students will gain an understanding of healthy, marital and family systems, the therapeutic process, and the practice of marriage and family counseling.

***COUN 622 Women's Issues in Counseling (3 hours)**

Women are frequent consumers of mental health treatment and often present issues related to their biological and gender roles. We will explore societal, relational, and internal/biological origins and dynamics of some common problems women present within therapy.

***COUN 624 Crisis and Grief Counseling (3 hours)**

An examination of the dynamics of a crisis or disaster, the recommended steps in crisis intervention, disaster mental health, and the role of the church in prevention as well as in a caring response. An examination of the dynamics within the person, family and community when severe or terminal illness has been diagnosed or the bereavement process has been initiated. The course also includes methods and resources for helping.

***COUN 628 Solution Focused/Brief Counseling (3 hours)**

An introduction to Solution Focused and Brief Counseling Theories. The focus will be on practical application in a variety of clinical and pastoral settings. (Prerequisite: COUN 510.)

***COUN 632 Addictions and Compulsive Behavior Counseling (3 hours)**

This course provides an introduction and overview of addictions and their treatment. This overview includes both process (behavioral) and substance abuse addictions. The pathology of addiction and the effects of compulsive behavior on the individual and families are explored while examining the signs, symptoms and stages involved. Various theoretical models of addiction will be presented along with the process and stages of change toward recovery.

Assessment, interventions, treatment modalities, motivational interviewing, dual diagnosis, the effects of trauma on addiction, family dynamics, as well as relapse prevention are also included within the course framework. Additionally, the role of the church for the addicted individual and the development of support/recovery groups will be addressed.

***COUN 633 Advanced Substance Abuse Counseling (3 hours)**

An overview of substance abuse and treatment. The impact of medication/drugs/substances on individuals and the pathology of substance abuse are explored while examining the signs, symptoms and stages involved. Students will examine treatment methods, research findings, appropriate referrals to agencies and professional counseling, and liaison work with public service agencies, government offices, human service agencies and local churches. Special attention will be given to the development of support/recovery groups in the local church and appropriate resources for helping individuals. (Prerequisite: COUN 595.)

***COUN 634 Counseling Children: Play Therapy Techniques (3 hours)**

Specific training designed for counselors who work with young children (under age 12) whose ability to communicate feelings verbally is limited. Students practice play therapy techniques with other students and with child clients (when legally and ethically appropriate). Discussion includes research literature, which supports the appropriate utility of play therapy techniques with young children affected by circumstances such as divorce, single parenting, ADHD, and sexual abuse.

***COUN 636 Counseling Adolescents (3 hours)**

A didactic and experiential seminar focusing on intrapersonal dynamics of adolescents frequently referred to counselors. Counseling procedures, treatment plans and referral for resistant and recalcitrant youth will be covered.

***COUN 640 Human Sexuality (3 hours)**

This course is an exploration of human sexuality development and transitions across the life span of an individual within the context of cultural diversity and life style differences. Utilizing current research, the assessment and treatment strategies for specific sexual disorders, identified in the latest edition of the DSM, will be covered. Personal self-awareness of values will be emphasized as students examine various topics. Ethical and legal considerations will be presented.

***#COUN 642 Supervision of Counselors (3 hours)**

Study of supervisory processes in terms of theoretical perspectives and practices of supervision. Reviews relevant literature related to supervisee development, supervisee evaluation, supervisor roles and functions, risk management issues, and other ethical considerations. (By permission only.)

***#COUN 645 Existential Theories in Counseling (3 hours)**

This course is designed to provide intensive study of existential counseling theories, their application to the counseling process, and their research base. Course topics will be planned around basic existential themes from the American and British schools of therapy and associated existential concepts. At completion of this course, students will have a greater understanding of the existential theories, how to implement these theoretical concepts into counseling practice, and be able to articulate their understanding of existence and progress toward individual meaning. This course will also consider existential philosophies from a Christian perspective.

***#COUN 648: Advanced Individual Practicum (3 hours)**

Advanced supervised experience in campus counseling center. Students meet for individual supervision and in seminar groups to assess and improve their effectiveness in helping relationships. (By permission only.)

COUN 650 Research and Program Evaluation in Counseling (3 hours)

This course provides an examination of research methods, statistical analysis, needs assessment, and program evaluation so that counselors can learn to be critical consumers of current and developing information related to the practice of counseling. (Offered online only.)

COUN 653 Addictions & Substance Abuse 1 (3 hours)

COUN 654 Addictions & Substance Abuse 2 (3 hours)

Students will build on the knowledge gained in Part 1 about addictions and substance abuse. Using a single case study, class participants will deepen their understanding of theories of addiction, group and individual counseling procedures and techniques, assessment, diagnosis and interpretation, treatment planning, and more. Through quizzes, writing responses, online group discussion, and other assignments students will demonstrate a working knowledge of principles of helping clients (and their families). (Prerequisite: COUN 653)

#COUN 680 Evaluation of Mental and Emotional Status (3 hours)

This course is an examination and practical use of assessment procedures in diagnosis and treatment planning as well as case conceptualization. This course focuses on the administering, interpreting and report writing of individual and group standardized tests of mental ability, personality, and measurement. (Prerequisites: COUN 511 and COUN 580.)

#COUN 711 Treatment of Psychopathology (3 hours)

An advanced study of the etiology and treatment of mental disorders. Focus on using biopsychosocial framework and counseling theory to conceptualize client presentation and select appropriate counseling interventions. Course includes a review of empirically supported treatments and discussion about etiology and treatment from a Christian perspective.

(Prerequisite: COUN 511.)

*COUN 750 Special Topics in Counseling (3 hours)

Presentations of special interest in the field of counseling.

#COUN 792 Internship I (3 hours)

On site training under the professional guidance of a Licensed Clinical Counselor with Supervision designation. Students will continue to gain experience with assessment, diagnosis, and treatment of clients while building additional skills needed to serve in a variety of community mental health agencies. Individual as well as group supervision will be provided as students are given the opportunity to process their growth as a professional. (By permission only.)

#COUN 793 Internship II (3 hours)

Continued on-site training under the professional guidance of a Licensed Clinical Counselor with Supervision designation. Students will continue to gain experience with assessment, diagnosis, and treatment of clients while building additional skills needed to serve in a variety of community mental health agencies. Individual as well as group supervision will be provided as students are given the opportunity to process their growth as a professional. (By permission only.)

*#COUN 794 Advanced Internship III (3 hours)

Advanced on-site training under the professional guidance of a Licensed Clinical Counselor with Supervision designation. Students will continue to gain experience with assessment, diagnosis, and treatment of clients while building additional skills needed to serve in a variety of community mental health agencies. Individual as well as group supervision will be provided as

students are given the opportunity to process their growth as a professional. (By permission only.)

#COUN 800 Comprehensive Review & Examination (0 hours)

This capstone course provides a student demonstration of knowledge in each of the eight common core curricular areas that are required of all students in counselor education as defined by Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA). (By permission only.)

Faculty & Academic Administrators

Faculty

R. Clifton Bailey, Assistant Professor of Philosophy & Biblical Studies (2016). BA, Cincinnati Christian University; MA, Union Theological Seminary (Columbia University, New York); PhD Candidate, London School of Theology.

Sandra L. Beam, Professor of Education (2008). BS, Cincinnati Christian University; MEd, Xavier University; PhD, University of Cincinnati.

Julie Bedi, Instructor in Arts & Sciences (2018). BS, Southern Wesleyan University; MAT, MS, PhD, Clemson University; EdD, Bob Jones University.

Judith Bruns, Director of Educational Field Experiences (2018). BS, Morehead State University; MA, Northern Kentucky University.

Reuben G. Bullard, Jr., Instructor in Arts & Sciences (2016). BA, MA, Cincinnati Christian University; MS, PhD (ABD) University of Cincinnati.

Aaron Burgess, Assistant Professor of Business (2013). BS, MA, Cincinnati Christian University; MS, Mount St. Joseph University; EdD, Northeastern University.

Terah Davis, Associate Professor of Behavioral Sciences (2018). **Behavioral Sciences Department Chair.** BA, Florida International University; MS, PhD, Mercer University.

Brian Derico, Associate Professor of English (2001). BS, Cincinnati Christian University; MA, University of Cincinnati; PhD, Ball State University.

Jeffrey Derico, Instructor in Christian Ministries (2018). BS, MA, Cincinnati Christian University; PhD, Andrews University.

David Farris, Assistant Professor of Business (2014). **Business Management Department Chair.** BS, Cincinnati Christian University; MBA, Xavier University.

Paul Friskney, Professor of English (1984). **Arts & Sciences Department Chair**. BA, MA, Cincinnati Christian University; MA, University of Louisville; additional graduate work, University of Cincinnati.

Melissa S. Hess, Assistant Professor of Education (2013). **Education Department Chair**. BA, Eastern Kentucky University; M.Ed., Old Dominion University.

Robert Jackson, Assistant Professor of Music & Worship (2016). BM, MAR, Cincinnati Christian University.

Jennifer Koster, Assistant Professor of English (2017). BS, MA, Northern Kentucky University; PhD Candidate, University of Cincinnati.

Laura Pressley, Assistant Professor of Counseling (2015). BA, University of Michigan; MA, Methodist Theological School of Ohio; Doctoral Candidate, Ohio University.

David H. Ray, Professor of Christian Ministries (2011). **Associate Dean, Russell School of Ministry**. BA, Johnson University; MDiv, Emmanuel Christian Seminary; DMin, Southern Baptist Theological Seminary.

Kenneth E. Read, Professor of Music & Worship (1988). BM, College-Conservatory of Music (University of Cincinnati); MA, MMin, Cincinnati Christian University; MM, Miami University; DMA, University of Kentucky.

James A. Smith, Professor of Biblical Studies (1998). **Biblical Studies Department Chair**. BA, MA, Cincinnati Christian University; PhD, University of Sheffield.

Brooklin Taylor, Assistant Professor of Biblical Studies (2017). BS, BA, Olivet Nazarene University; MA, PhD, University of Manchester.

Tom Thatcher, Professor of Biblical Studies (1992). BA, MA, MDiv, Cincinnati Christian University; PhD, Southern Baptist Theological Seminary (Louisville); University of Cincinnati.

Thomas Vollmer, Associate Professor of Biblical Studies (2013). BA, World Evangelism Bible College & Seminary; MA, MDiv, Cincinnati Christian University; AdvMA, PhD, Katholieke Universiteit Leuven.

Tim Wallingford, Instructor in Christian Ministries (2017). BS, MA, MMin, MDiv, Cincinnati Christian University; DMin, Emmanuel School of Religion.

Juliann Young, Associate Professor of Behavioral Sciences (2018). BA, University of Kentucky; MA, Miami (OH) University; PhD, Capella University.

Professors Emeriti

Daniel J. Dyke, Professor of Biblical Studies (1988). AB, Kentucky Christian University; MDiv, Ashland Theological Seminary; ThM, Princeton Theological Seminary.

James B. North, Professor of Church History (1977). BA, MA, Lincoln Christian College and Seminary; MA, University of Chicago; PhD, University of Illinois.

Evelyn Taylor, Associate Professor (1979). BS, Cincinnati Christian University; M.Ed., Xavier University, additional graduate work, University of Cincinnati.

Academic Administration

Chief Academic Officer: Paul Friskney, Professor of English (1984). **Dean, Foster School of Biblical Studies, Arts & Sciences; Department Chair, Arts & Sciences.** BA, MA, Cincinnati Christian University; MA, University of Louisville; additional graduate work, University of Cincinnati.

Director of Faculty Development: James A. Smith, Professor of Biblical Studies (1998). **Department Chair, Biblical Studies.** BA, MA, Cincinnati Christian University; PhD, University of Sheffield.

Director of Library Services: James H. Lloyd (1984), BA, MA, MDiv, Cincinnati Christian University; ThM, Grace Theological Seminary; MSLS, University of Kentucky.

Registrar: Amanda K. Derico (2015). BA, Muskingum University; MS, Northern Kentucky University.

Board of Trustees 2018-2019 Roster

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Scott Dixon	Chris Hahn, Chairman
Ron Heineman	Tyler McKenzie
Buddy Mossbarger	Jonathan Sams
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David Stokes	Dave Workman

Trustee Emeritus: H. David Hale

Contact Information

Chief Academic Officer: Paul Friskney, 513.244.8128

Chief Financial Officer: Randy Koehler, 513.244.8449

Admissions Inquiries: 513.244.8100

Athletic Director: 513.244.8176

Behavioral Sciences

Academic and Clinical Coordinator: 513.244.8119

Counseling Center: 513.244.8193

Campus Store: 513.244.8134

Catering & Dining Services: 513.244.8135

eCampus Coordinator (Textbook Ordering): 513.244.8676

Education Department: 513.244.8625

Enrollment Services: 513.244.8130

Tuition Payment

Student Accounts

Financial Aid

Human Resources: 513.244.1726

IT Help Desk: 513.244.8647

Library: 513.244.8680

Registrar: 513.244.8170; registrar@ccuniversity.edu

Course Registration (adding/dropping courses)

VA Inquiries

Primary Designated School Official for International Students (I-20)

Enrollment and Degree Verifications

CCU Transcript Request

Security: 513.244.8437

Student Services:

General Info: 513.244.8150

Director: 513.244.8420

Student Involvement Coordinator: 513.244.8685

Learning Center: 513.244.8479

Title IX Coordinator: 513.244.8420