



CENTRAL CHRISTIAN COLLEGE OF THE **BIBLE**

2025-2026

ACADEMIC CATALOG

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Disclaimer

Central Christian College of the Bible reserves the right to change any statement in this catalog. This version of the catalog supersedes any earlier version and may be replaced at any point in the future by a catalog revised after May 30, 2025.

Letter from the President

You are my kind of person!

Since you are reading this academic catalog, it means that you are serious about what it means to study at Central Christian College of the Bible. I still remember the first Central catalog I looked inside of. I was a junior high student in camp and a college team left one of the catalogs on the table. They let me take it home and I devoured it over the next several weeks. By the time I finished, I knew that I wanted to study at Central! You might think that reading a Christian college academic catalog is only, well, “academic.” However, I learned so much from the catalog. And you will find the same things when you read what follows.



1. Milestones in the story of a school that was started in 1957 so that young men and women could learn God’s Word from qualified faculty and serve the church. Enrolling at Central makes you part of that story. Your participation will build relationships and demonstrate leadership that become an inherent part of your future service.

2. Policies for success that will help a student take seriously the opportunity to be enrolled with others. Christian higher education provides spiritually minded students with a Bible-centered foundation in the context of a Christian worldview. At Central, you will find a ministry community that glorifies God through Christlike attitudes, words, and acts of service so that students like you can follow examples of Christian maturity and spiritual community.

3. Programs that open doors for future career service inside and outside of the church. Our accredited degrees provide a quality educational experience providing many opportunities after graduation for employment, service, or further education.

4. Courses that help students learn to be biblical servants for a faithful life of kingdom ministry. All of the instruction is built upon the authority of Christ and the Scripture. We believe that the Bible is true and Jesus Christ is Lord of His people. Whether in the classroom or around campus, we will equip you to follow the example of Jesus and the principles of the Bible. By serving others in the name of Christ, we receive the blessings in this life and for eternity.

When you read about Central’s milestones, policies, programs, and courses, you will see how well you fit into the educational experience here. Your academic abilities, character values, and life goals can be shaped and directed through your studies at Central Christian College of the Bible.

Enrolling at a Christian college can be a highlight of your educational and spiritual journey. I pray that your time here will clarify God’s work in your life as you study at Central.

For Christ and the College,

David B. Fincher, Ph.D.

president@cccb.edu

General Information

History of the College

Central Christian College of the Bible was founded in February of 1957 when the board of directors, led by chairman O. S. Lincoln, unanimously declared and affirmed that “the purpose of the school is to recruit and train leadership for the church at large, according to the New Testament teaching.” Central remains exclusively committed to pursuing this purpose.

Through the years, growth has come in facilities and resources. From 1957-1968 the campus was located east of downtown Moberly on Ault Street. In 1968, Central moved to its present campus in southeastern Moberly, adjacent to Moberly Public Schools. It now contains seven buildings on 25 acres.

Central expanded its kingdom influence beyond that residential location by launching a robust online degree program in 2011. After the closure of Cincinnati Christian University in 2020, Central opened an extension site in Northern Kentucky to house the Elliott Library & Museum, Russell School of Ministry, and the Christian Church Leadership Network. The expansion continued in 2022 when St. Louis Christian College merged with Central, resulting in an extension site for Central in the Westport region of St. Louis, Missouri.

Graduates of Central are serving across the nation and around the world. Central’s impact has become not merely regional, but global. With Central’s graduates located across the country and around the world, Central continues producing biblical servants for a faithful life of kingdom ministry.

Presidents of the College

Several dedicated presidents have led Central during its history.

John W. Hall (1957–1959), a minister in Vandalia, Missouri, was charged with the task of setting the

college in order. He selected the first faculty of five men.

Grayson H. Ensign (1959–1966) made improvements in the administrative and bookkeeping procedures of the college. In addition, he was able to eliminate the first mortgage as well as purchase other property to provide room for expansion.

Walter L. “Jack” Spratt (1966–1972) led Central’s acquisition of the current campus property. Several buildings were constructed during that time, including a Cafetorium (a combined cafeteria, library, and assembly area) and dormitories, which also housed classrooms.

Lloyd M. Pelfrey (1972–1998) worked to eliminate the debts from construction. In 1980, Memorial Hall (later renamed Pelfrey Hall) was completed, which housed offices, classrooms, food services, and a gymnasium. Under his leadership, initial accreditation with the Accrediting Association of Bible Colleges (now The Association for Biblical Higher Education) was received in 1982, with reaffirmations in 1987 and 1992.

Dr. Russell James (2000–2005) led Central’s transition to the Full-Tuition Scholarship Program with careful planning and successful fundraising. This contributed to a period of rapid growth, culminating in the highest enrollment in the institution’s history. During his tenure, two new facilities were constructed: the Reese Resource Center (housing the library and bookstore) and Mabee Foundation Hall (a three-story dormitory). ABHE accreditation was reaffirmed in 2003 and enrollment peaked at over 500 students.

Dr. Ron Oakes (2006–2013) led Central’s pursuit of regional accreditation, resulting in candidate status in 2013. Under his leadership, the Walton Student Center was constructed as a place to build campus community among the student body. In addition, an online education program was developed and ABHE accreditation was reaffirmed in 2013.

Dr. David Fincher (2014–present) has focused attention on connecting with alumni, partnering with other institutions, and increasing donor support for operations and construction. Under his leadership, the LIFT the Torch Campaign led to debt reduction, infrastructure improvements, and the creation of a graduate program, now called Russell School of Ministry. ABHE accreditation was reaffirmed in 2023

as Central continues to pursue a vision of innovative ministry education in multiple locations for the Christian church.



Locations: Moberly Campus & Extension Sites

Educational locations provide regional sites for biblical truth and training for students and leaders.

The **Moberly campus** (911 E Urbandale Dr., Moberly, MO 65270) has seven buildings on 25 acres, with classrooms, offices, housing, and much more. This location brings residential and graduate students from around the region and across the country.

The **Cincinnati site** at the CCL Center (8095 Connector Dr. Florence, KY 41042) has library resources, archaeology artifacts, offices, classrooms, and meeting space to support ministry leaders.

The **St. Louis site** at The Westport (11960 Westline Industrial Dr. Ste. 230, St. Louis, MO 63146) contains offices, classrooms, a library, and more.

Mission

CCCB exists to educate biblical servants for a faithful life of kingdom ministry

Central offers residential, extension, graduate, online, and continuing education. Biblical servants are able to know, interpret, live out, and teach God's Word. A faithful life pursues doctrinal convictions, spiritual discipleship, and personal relationships. Kingdom ministry results from being equipped to function in the body of Christ within a local church, in the marketplace, or on the mission field.

Vision

Providing innovative ministry education in multiple locations for the Christian church.

Values

Biblical Authority - We promote New Testament Christianity through the legacy of the Restoration Movement and Central.

Community Discipleship - We encourage personal transformation through prayer and spiritual mentoring in a mutually supportive environment.

Kingdom Collaboration - We partner with other organizations for more Christian workers, congregational success, and kingdom growth.

Personal Atmosphere - We attend to the needs, abilities, and plans for each student and constituent.

Accessible Education - We offer valuable academic programs to develop Christian workers in various regions at an affordable cost.

Goals

1. Lifelong Personal Learning: Central provides engaging interaction with teachers and materials to equip people for continual growth in knowledge and wisdom through ongoing study.

2. Conservative Biblical Teaching: Central instills a traditional Restoration Movement understanding of Scripture, truth, and the church to shape an informed Christian worldview.

3. Faithful Christian Workers: Central prepares people to use their gifts for the kingdom, whether in the ministry, the mission field, or the marketplace.

4. Relational Spiritual Community: Central helps its constituents grow in discipleship through a faithful life of obedience within the body of Christ.

5. Wise Resource Management: Central cares for its assets and personnel to maximize availability for current and future constituents.

Doctrine Statement

The faculty of Central Christian College of the Bible ascribe to the following theological affirmations. Students are expected to know Central's positions on these topics while coming to their own biblical conclusions.

1. The one God (Yahweh) exists eternally in the three persons of Father, Son, and Holy Spirit (Matt 28:19; 2 Cor 13:14).
2. Scripture is inspired, wholly without error in the original manuscripts, and the sole authority for the Christian's faith and practice (2 Tim 3:16; 2 Pet 1:19–21; John 10:35, 17:17; 1 Cor 2:12–13).
3. All that exists was created by God; He made humanity in His own image (Gen 1:1–27; Matt 19:4).
4. Adam and Eve's disobedience introduced sin and death to all mankind, who fall short of God's glory because of their own sin (Gen 3:1–19; Rom 3:23, 5:12–14).
5. Jesus Christ, God incarnate, was born of a virgin, tempted but without sin, and fully human and fully divine (Phil 2:5–11; John 1:1–15; Isa 7:14; Luke 1:26–35; Heb 4:15).
6. The atoning death of Christ on the cross and his bodily resurrection from the grave demonstrate God's love and provide forgiveness and eternal life (Rom 5:6–11; 1 Cor 15:3–11).
7. By God's grace, salvation is available to all people, through personal faith in Christ, at the immersion of a penitent believer (Rom 3:21–25, 6:1–14; Gal 3:26–29; Eph 2:8–10; Acts 2:38).
8. The Holy Spirit inspired the authors of Scripture and miraculously empowered apostles and prophets to be the foundation of the church. Today, the Holy Spirit convicts the world of sin, regenerates believers, and indwells them for comfort, sanctification, and Kingdom service (2 Pet 1:19–21; John 3:5–8, 16:8–11; Titus 3:5–7; Gal 5:16–25; 1 Cor 12:4–7; Eph 2:20).
9. The bodily return of Christ will bring the resurrection of the dead and the final judgment of the righteous to eternal life and the wicked to everlasting destruction (Matt 24:29–51; 1 Cor 15:50–58; 2 Thess 1:9; Rev 20:7–15).

10. Christ has called the church to be holy, to carry out his Great Commission, and to build up all Christians. Each local congregation should be autonomous and unified, following the model of the New Testament church in government and practice (Matt 16:18, 19, 28:18–20; Eph 4:16–32).

Central also ascribes to the Tenets of Faith shared by all members of the Association for Biblical Higher Education (abhe.org/about-abhe/tenets-of-faith).

Accreditation

Accreditor

Central Christian College of the Bible is accredited by the Association for Biblical Higher Education Commission on Accreditation (5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the Associate, Baccalaureate, and Master's levels.

Distance Education

Central Christian College of the Bible participates in the State Authorization Reciprocity Agreements.

Certification

We are affiliated with the Restoration Movement and the resulting Christian churches. These are non-denominational, independent churches governed by congregations that value a return to the church as written about in the New Testament. Because of this background, we hold a deep value in the authority of the inspired word of God and its authoritative voice in our lives today.

Educational Status and Funding

As a result of being listed in the Directory of Higher Education, Central is approved by the Missouri Department of Higher Education for certification and distribution of veteran's benefits, allowing veterans to receive all the benefits they have earned by serving our country.

Since Central is a United States Department of Education approved institution, Central students are eligible for participation in federal grant and loan programs. Central participates in the Pell Grant program, the Federal work-study program, the Federal

Supplemental Educational Opportunity Grant program, and the Federal Direct Loans and Parent PLUS Loan programs.

Churches

Churches have indicated their approval of Central by their support in financial gifts, by sending men and women to be trained for Christian service, and by employing Central alumni.

Admissions

The Admissions Team at Central strives to locate and engage with prospective students who desire to build up the church through faithful ministry and are seeking their authentic purpose in the kingdom. This document provides admissions policy, application requirements, admittance criteria, and procedures for prospective students.

Central reserves the right to change admissions policies as needed. The Admissions Department may require certain students to submit additional materials to make an informed decision about admission. The admissions staff members will communicate any additional information required.

The Central Student

Central strives to enroll mission-fit students who actively participate in a local congregation, have the intellectual ability to study at the college level, and desire to become equipped with the knowledge, attitudes, and skills needed for vocational and volunteer leadership in the church.

Each applicant for admission is given personal attention and will be considered on the basis of personal attributes and character, previous academic performance, standardized test scores, recommendations from church leaders, teachers, or others who are familiar with their character and spiritual development, and their interest in and desire for Christian leadership and ministry.

Statement of Nondiscrimination

Central does not unlawfully discriminate on the basis of race, color, sex, age, disability, national or ethnic origin in employment, admissions, financial aid, and participation in College programs.

Application Process

Central evaluates each candidate for admission on an individual basis. Students are required to submit a completed and signed application form to the Admissions Office. An online application is available at www.cccb.edu/apply. The admissions office will accept noninstitutional applications as equal to the

institutional application. Any other applications and their acceptability are subject to the approval of the Director of Admissions.

All credentials and documents submitted to Central in the application and admission process become the property of Central and will not be returned to the applicant or forwarded to other institutions. Documents may be returned to international students upon the discretion of Central after certified copies are made.

Applicants who have been incarcerated must demonstrate acceptable personal attributes and character and an active relationship with a local congregation as verified by the church leader reference for a minimum of one year immediately before enrollment. Applicants will also interview with the Director of Admissions.

Applicants who were placed on disciplinary probation, suspended, or dismissed from a college or university must provide a full explanation in order to be reviewed for admittance.

Applicants who are admitted based upon false or incomplete information may be denied enrollment eligibility and/or dismissed from Central.

All student records, regardless of type, will be imported into Populi upon admission to Central for purposes of communicating financial aid eligibility and cost estimates.

Central reserves the right to deny admission to any applicant whose academic history or personal qualifications are judged to be unsuitable for college work at Central.

An admitted student who demonstrates personal attributes or character at variance with Central's core values, community covenant, or student code before enrolling may be denied enrollment or enrolled with sanctions by the Admissions Committee based upon a review of the available information by the Central Academic Leadership Team.

Undergraduate Admission

Standards of Admission

Prospective students desiring admission to pursue a degree at Central are typically expected to have completed college preparatory courses at an accredited secondary school or equivalent. A proper

foundation to facilitate success in college studies will include four years of English, three years of mathematics, three years of social studies, and three years of science.

First-Year Admission

In addition to the application for admission, applicants for first-time degree-seeking admission are required to submit the following materials:

1. **Official High School Transcript.** Submit a transcript from an accredited high school or equivalent. It is the student's responsibility to request transcripts early in the application process and again when the coursework at the institution is completed. The transcript should include a cumulative grade point average (CGPA). See 'Enrollment Eligibility' for guidelines about final official transcripts.
2. **Official ACT or SAT Results.** Submit a standardized test score from ACT and/or SAT.

Applicants for first-time degree-seeking admission will be considered for admission if they meet the following requirements through a two-tiered system of admission:

Regular Admission

- Minimum composite ACT of 17 (SAT CR+M combined 940) and a minimum 2.0 high school GPA

OR

- Minimum composite ACT of 16 (SAT CR+M combined 900) and a minimum 3.0 high school GPA

Committee Admission

The second tier is needed for first-year applicants who do not meet the above criteria for admission. Students eligible for admission consideration by the Admission Committee are also required to submit a personal statement and educator reference for consideration. This group will be reviewed and approved or denied admission by the Admissions Committee which has its own set of conditions:

- A high school GPA below a 2.0, regardless of ACT or SAT composite score

OR

- Composite ACT of 15 or below (SAT CR+M combined 810 or below)

Committee Admit - Conditions on 1st semester:

- Students must be enrolled in the Student Success Program.
- Students must achieve a GPA of 2.0 or higher or will be placed on Academic Warning.
- Must maintain SAP.

Students admitted with conditions will be notified by their admissions counselor.

Denied Admission

Students denied by the Admissions Committee may be reconsidered for admission if the student provides updated information, such as a standardized test score or a transcript.

Student Success Program

Students admitted to Central will be placed in the Student Success Program based on these factors, regardless of admissions status:

- ACT (SAT equivalent) of 17 and below and a 2.50 GPA and below

Transfer Admission

Students are considered transfer students if they can be classified in one of three ways:

1. Matriculated full-time at a previous institution
2. Have a minimum of 24 hours of college credit
3. An associate degree completed while enrolled in high school.
 - a. Students with a completed associate degree upon completion of high school are considered for admission based upon a final high school transcript, ACT/SAT score, and CGPA

In addition to the application for admission, transfer and readmit applicants for degree-seeking admission are required to submit the following materials:

1. **Transcripts From All Colleges/Universities Attended.** Students attending any college or university prior to application to Central must submit transcripts from all colleges and universities attended, and again when the coursework at the institution is completed. Each transcript should include a CGPA. For a student to be considered for acceptance to the college, a minimum CGPA of 2.0 on a 4.0 scale must be submitted. Readmit students must submit transcripts from all colleges attended after leaving Central.

Former Central, Cincinnati Christian University or Saint Louis Christian College students will not be charged for official Central transcripts provided to the Admissions Office - the Academic Office will provide an official copy directly to the Admissions Office on behalf of the student.

2. **Additional Documents for Consideration.** If a transfer applicant has less than 24 hours of attempted college credit, a high school transcript and ACT/SAT is required for admission consideration.

A two-tiered system of admission for degree-seeking transfer and readmit students is as follows:

Regular Admission

- 2.0 or higher CGPA

OR

- An evaluation of previously taken credits at a prior institution warrants additional review, regardless of CGPA.

Committee Admission

The second tier is needed for transfer and readmit applicants who do not meet the above criteria for admission. Students eligible for admission consideration by the Admission Committee are also required to submit a personal statement and educator reference for consideration. This group will be reviewed, and approved or denied admission by the Admissions Committee which has its own set of conditions:

- Below a 2.0 CGPA

OR

- An evaluation of previously taken credits at a prior institution warrants additional review, regardless of CGPA

Conditions on 1st semester:

- Enrollment in Student Success Program. Students admitted with conditions will be notified in their initial acceptance letter.

Denied Admission

Students denied by the admissions committee may be reconsidered for admission if a student provides updated information, such as an updated transcript, reference, or personal statement.

Saints Success Program

Students admitted to Central will be placed in the Saints Success Program based on these factors, regardless of admission status:

- Students with less than a 2.0 CGPA will be enrolled in private study skills
- Students with less than a 2.0 GPA and no previous college credit applied for the following courses will be required to take Private Study Skills

Readmission

Applicants seeking readmission to Central follow the same guidelines as transfer students, but may need to be considered by the Appeals Committee if they were on academic suspension or academic probation when leaving Central. Readmit applicants are also required to gain approval not only from the Academics Office, but also Student Services and Student Financial Services prior to admission.

- Readmit applicants are considered based on the applicant's application, a church leader reference, and recommendations from the Student Services and Academic Office.
- Returning students must be reviewed by each office and approved with or without stipulations. Possible stipulations include:
 - Academic sanctions as determined by the Academic Dean or acting agent. Based upon an applicant's academic standing with Central, the applicant may be admitted as a

- student on academic warning or probation.
- Disciplinary sanctions as determined by the Dean of Student Conduct or acting agent. Based upon an applicant's disciplinary standing with the college, the applicant may be admitted with student life stipulations.

Readmit students who left on suspension, probation, or warning that wish to return to Central must file an appeal with the Appeals Committee for final academic approval, after the application for readmission is submitted.

Non-traditional Admission

Students who are not graduates of accredited high schools may submit a General Education Development (GED) or a High School Equivalency Test (HiSET) score in lieu of a high school transcript for evaluation, and must earn the high school equivalency credential.

Students who have graduated from high school, but have not attended a college, are not required to take the ACT or SAT test after five years have passed since their high school graduation.

Students that have been out of high school for more than five years and have less than a 2.5 high school GPA or do not meet the GED/HiSET requirement must be reviewed by the Admissions Committee.

International Admission

International applicants, whether first-year, transfer, readmit, or online, have the same admission requirements as domestic students but are also required to be proficient in English. International students are also expected to demonstrate sufficient financial support to attend Central.

In addition to the application materials required for domestic applicants, international applicants are also required to provide the following materials for admission consideration:

1. Evidence of English Competency. A Test of English as a Foreign Language (TOEFL) or an International English Language Testing System (IELTS) score is required.

2. Minimum TOEFL score of 500 (paper-based), 173 (computer-based), or 61 (internet-based).

OR

1. Minimum IELTS score of 5.0.

2. We will also accept Duolingo Test Scores as proof of English Proficiency if the test score exceeds 105.

The TOEFL or IELTS or Duolingo can be waived if applicants:

- Prior to review for admission, came from an English-speaking country
- Have an acceptable ACT or SAT test score
- Have received a US high school diploma or graduated from an international high school in their home country (with all English instruction)
- Enrolled for at least one semester at a college or university in the United States
- Completed an English as a Second Language program (ESL or ELL)
- Further requirements are reviewed on a case-by-case basis and could include an interview and writing sample

2. Personal Funding Statement. Students must demonstrate financial ability to attend Central, and include sponsorship information.

3. I-134 Affidavit of Support. If a student has a US sponsor, this form must be completed to show that the sponsor can financially support the student to attend Central. If the student has a sponsor that is not a US Citizen, a sponsorship and affidavit of support form is to be completed by the sponsor.

4. Application Fee. A \$100 application fee is due upon submission of the international application.

International students will be considered for admission on the respective tier of admission, based on whether they are a first-year student, transfer student, or a readmit student.

International students who do not meet the minimum English requirements will be enrolled in the Saints Success Program, or could be enrolled in the Saints Success Program at the discretion of the academic services department.

International Students who do not submit a TOEFL but come from an English speaking country are required to have a phone/video call between them and the Director of Admissions, if possible.

International students who will be participating in an NCAA sport (basketball, soccer, or volleyball) must have their high school transcripts translated and evaluated through InCred, the NCAA's designated partner, to be eligible to participate in athletics.

Additional Requirements Due Upon Admittance:

1. **International Deposit:** Admitted students are required to submit an International Fee to reserve a spot in the classroom and receive a I-20. Once I-20 and SEVIS receipt are sent to the student, the student is responsible for scheduling a visa interview appointment in the home country to apply for an F-1 visa at the U.S. Embassy. International first-year students pay a \$500 enrollment fee; International students already on a valid I-20 pay a \$300 enrollment fee.
2. **Visa Interview:** Once the I-20 and SEVIS receipt are received by the student, contact the U.S. embassy or consulate and schedule an interview to apply for an F-1 visa. Applications requiring security clearance can take between 2 and 4 months in addition to the normal processing time. It is best to apply for the student visa as early as possible, but not more than 120 days prior to the start of your program. Go to the Department of State website for current procedures, required forms, and operating hours.
3. **US College Transfer Students:** International students currently attending college in the U.S. and desire to transfer to Central I must complete all of the above steps required for application. Transfer students will also be required to provide Official Transcripts from all colleges attended. Once an admittance decision has been made, students must complete the International Student School Transfer Certification Form. This step is necessary for international students wishing to transfer from another U.S. college or university.

Students with Documented Criminal History

Students who indicate that they have been convicted of a crime beyond a traffic violation must also participate in an interview with the Director of Admissions, regardless of degree seeking status. This is answered on the application for admission. Applicants will be required to submit the following:

- Personal statement, outlining the situation, indicating a timeline as to when the crime and conviction occurred
- Documentation (as applicable) of conviction (court documents, etc.)
- Letter of recommendation

Non-Program Students

Non-Degree-Seeking Students

Non-program students are not actively pursuing a certificate or a degree and are indicated as "non-degree-seeking." Non-degree-seeking students are not eligible for federal financial aid.

Non-degree-seeking students who desire to become certificate-seeking or degree-seeking students must complete the application process for degree-seeking students before taking additional classes. Because non-degree-seeking students are not pursuing a degree, these students are required to complete a non-degree-seeking application for enrollment, and discuss course registration options with the Registrar office.

Non-degree seeking students can take up to 15 hours at the special rate of \$125/credit hour. After 15 hours is achieved, the tuition and fees per credit hour is at the undergraduate level of \$375/hour.

Dual Enrollment

Dual enrollment students may take up to 60 credits at Central. Students wishing to enroll at Central as a dual enrollment student must indicate on their application for admission.

Students are considered for the dual enrollment student program with the following requirements:

- They are a junior or senior in high school
- They have a minimum 2.75 cumulative GPA

Students below the minimum standards of age, year in school, or GPA may be considered by the Academic

Council for admission, but may be required to submit additional supporting information such as a letter of reference from an educator and/or a personal statement from the student.

Prior to enrollment, dual enrollment students must submit the following:

- Parental Consent Form
- An official high school transcript or homeschool transcript
- Church leader reference

Enrollment Eligibility

Official Final Documents

Based on record type, admitted students wishing to enroll at Central must submit documents to solidify enrollment eligibility.

High School Transcripts. An official final transcript verifying that secondary education requirements have been completed and thus indicated by a graduation date and signature by a school official.

- An official homeschool transcript that verifies that the applicant has met the student's state requirements for high school graduation and that is signed by a parent.
- An official transcript of a HiSET designated by a state as the state's high school equivalency test.

Test Scores. Submit an official ACT or SAT score report issued by the test provider directly to Central, either in print or included on an official high school transcript (in print or digital). If the scores are not included on the applicant's high school transcript, students will need to request official scores to be sent to Central. International students must also submit official TOEFL and/or IELTS scores.

Transcripts From All Colleges/Universities Attended.

Final official transcripts from all colleges and universities attended must be submitted, including dual credit course credits.

AP/CLEP Credit. Advanced Placement and/or College Level Examination Program official scores must be submitted.

Enrollment Forms

Prior to enrollment, the following documents or credentials are to be submitted for final enrollment in courses at Central.

- Registration form for all students
- Church Leader Reference Form for all students
- Housing form for all resident students
- Complete, final, and official transcripts for all students
- Completed registration materials for all students
- Acceptable payment or arrangements for student account balances for all students

Online students must also submit the following:

- Online Identity and Statement of Educational Purpose Notarized form - the original form needs to be mailed in and added to the student file.
- Photocopy of a government issued photo identification (front and back).

Down Payment

Degree-seeking on-campus students (regardless of residency status) are required to pay a non-refundable \$250 enrollment fee to reserve their place in the classroom. Online-only students or graduate students are not required to pay the enrollment fee.

- **Waivers for Enrollment Fee.** Waivers of the enrollment fee will only be allowed for the children of Central staff and faculty. In lieu of an enrollment fee, a written "intention of enrollment" or pre-registration form is required to document in the student's file, along with the name of the parent that is a staff or faculty member at Central. All other students are required to pay the enrollment fee. The enrollment fee cannot be paid in increments, only in the full amount.
- **Readmit Students.** After two consecutive semesters after leaving Central, the readmitted student will need to pay the enrollment fee again. A Central student who has been granted a leave of absence will not be required to pay the enrollment fee again.

Church Leader Reference

Students are required to provide at least one reference that attests to the personal attributes and character that are in alignment with the Community Covenant and the Student Code of Conduct as found in the Central's Student Handbook. Church leaders include ministers officially recognized by the congregation, Sunday school teachers, elders, deacons, pastors, FCA advisors, etc. References must not be related to the applicant.

- Reference forms must be submitted directly to the college by the reference or be verified by the college by contacting the reference if received in other ways. All reference forms are valid for **one year**.
- Expired references may be validated at Central's discretion by contacting the reference.
- The Director of Admissions may choose to contact the church leader to confirm and validate the church leader reference and to ask additional questions of the reference.
- Students with a below-standard reference must be considered for enrollment eligibility by the Academic Council's Admissions Committee. A personal statement or a second reference may be requested from the student for further enrollment consideration.

Deadlines

Admission deadlines for each semester can be found on Central's website.

New or readmitted onsite students must have appropriate application materials completed and gain admission by the Wednesday prior to orientation.

Online students must have appropriate application materials completed and gain admissions three weeks before the first day of the course.

Transfer Credit

Advanced Placement (AP)

- Central accepts AP scores of 3 or higher for college credit in place of general studies courses.
- Each examination is worth 3 hours of college credit at Central.

- Students must request score documentation be sent directly to the Admissions Office.

College Level Examination Program (CLEP)

- Central accepts CLEP scores of 50 or higher for college credit in place of required general studies courses.
- Each examination is worth 3 hours of college credit at Central.
- Students must request score documentation be sent directly to the Admissions Office.

CLEP/AP Exams	Central Courses
Any History or Social Science	History Elective
Any Science or Math exam	Intro. to Physical Science
Any Foreign Language exam	Foreign Language Elective
Any Literature exam	Literature Elective
Any Composition exam	English Composition

Credit for Transfer from Other Colleges

- Credits which are earned at accredited institutions and apply to a program at Central are fully accepted, provided that the grade for the course is a C- or above.
- Central accepts credits from all ABHE colleges.
- Comparable credits earned at non-accredited institutions may be accepted provisionally, subject to validation by the student satisfactorily completing 15 hours work at Central with a C (2.00) average.

Correspondence Credit. Central may accept a maximum of 30 hours of correspondence credit toward a degree, providing it applies to the student's degree program requirements, is listed on an official transcript from an accredited college, and has grades of C- or above.

Graduate Admission

Admission Requirements

Prospective students desiring admission to pursue a graduate-level degree at Central are expected to have completed a Bachelor's degree.

- Application for Graduate Admission
- Transcripts from all undergraduate and graduate institutions attended with a minimum 2.5 GPA (preference is given to those with exposure to Christian higher education)
 - Former Central, Cincinnati Christian University or St. Louis Christian College Students will not be charged for official Central transcripts provided to the Admissions Office - the Academic Office will provide an official copy directly to the Admissions Office on behalf of the student.
- Writing sample, received by admissions and reviewed by the Dean of the Russell School of Ministry
- Resume
- Interview with the Dean of the Russell School of Ministry

A writing sample may be waived if the student has higher than a 3.0 GPA with a bachelor's degree from a Bible College, or the candidate has work experience in ministry.

International Graduate Admission

International graduate applicants have the same admission requirements as domestic students but are also required to be proficient in English. International students are also expected to demonstrate sufficient financial support to attend Central.

In addition to the application materials required for domestic applicants, international applicants are also required to provide the following materials for admission consideration:

International graduate applicants must meet the following minimum English proficiency standards:

1. Evidence of English Competency

A Test of English as a Foreign Language (TOEFL) or an International English Language Testing System (IELTS) score is required.

- Minimum TOEFL score of 500 (paper-based), 173 (computer-based), or 61 (internet-based) or a minimum IELTS score of 5.0. We will also accept Duolingo Test Scores as proof of English Proficiency if the test score exceeds 105.

The TOEFL or IELTS or Duolingo can be waived if applicants:

- Prior to review for admission, came from an English-speaking country
- Have received a US high school diploma or graduated from an international high school in their home country (with all English instruction)
- Enrolled for at least one semester at a college or university in the United States
- Completed an English as a Second Language program (ESL or ELL)
- Further requirements are reviewed on a case-by-case basis and could include an interview and writing sample

2. International graduate applicants must also submit a Personal Funding Statement demonstrating financial ability to attend Central, and include sponsorship information.

Additional Requirements Due Upon Admittance:

3. **Visa Interview:** Once the I-20 and SEVIS receipt are received by the student, contact the U.S. embassy or consulate and schedule an interview to apply for an F-1 visa. Applications requiring security clearance can take between 2 and 4 months in addition to the normal processing time. It is best to apply for the student visa as early as possible, but not more than 120 days prior to the start of your program. Go to the Department of State website for current procedures, required forms, and operating hours.
4. **US College Transfer Students:** International students currently attending college in the U.S. and desire to transfer to Central must complete all of the above steps required for

application. Transfer students will also be required to provide Official Transcripts from all colleges attended. Once an admittance decision has been made, students must complete the International Student School Transfer Certification Form. This step is necessary for international students wishing to transfer from another U.S. college or university.

Students who do not meet any or all of the minimum requirements may be considered for admission by a subcommittee of the Academic Council, which includes the Vice-President of Academics, Registrar, Dean of Student Success, and Associate Dean of Professional Studies. All candidates with completed applications will be admitted or denied after review by the Director of Graduate Admissions and the Associate Dean of Graduate Education.

Student Services & Campus Life

Community Covenant

Central's students step out of the world to live a higher calling. As Saints, their relationship to God, each other, other Christians, and those yet to be saved, is to be distinctly Christ-like. Central's students work, live, and grow together in a spiritually transformed community that expresses authentic Kingdom living. As members of Central's Christ-centered learning community of authentic believers and servant leaders, we support one another and hold one another accountable in our words, attitudes, actions, and service to pursue these qualities of spiritual maturity:

- We covenant together to live a life that honors God, submits to His Word, assembles with His church, practices spiritual disciplines, and serves His creation.
- We covenant together to love and support one another through personal and respectful interactions, compassionate sensitivity to others, and gracious acts of redemptive confrontation and forgiveness.
- We covenant together to be self-disciplined and self-controlled as we seek to grow in genuine Christlikeness, improve our service, and pursue excellence in fulfilling our God-given mission.
- We covenant together to demonstrate integrity, honesty, truthfulness, humility, and purity in words and actions.

As members of this spiritual community, we covenant together to uphold these characteristics of spiritual maturity so that God will be honored on our campus. Our desire is for Central to be known for the quality of her students and her graduates.



Residence Life

Spiritual transformation occurs in the context of relationships. Central's residence halls offer an opportunity for experiencing the best of fellowship and encouragement as a key part of servant leadership development. All full time, single, Moberly Campus students under the age of 24 are required to live in the residence halls unless granted an exemption through Student Services. In addition, students who are taking classes at MACC may apply to live in the dorms. Students interested in this opportunity may speak with the VP of Student Services.

Residence hall living is a great discipleship and leadership development opportunity. Central residence life is intentionally designed to foster a positive environment in which love, mercy, grace, encouragement, and excellence may flourish. Central's administration expects all students to submit to the authority of the Residential Life Staff. Cooperation, respect, and a spirit of grace are key elements in maintaining a campus community of deeply spiritual leaders.

Residence Directors (RD's)

The Men's and Women's Residence Directors and the Dean of Students lead the Residential Life Staff with the direction and empowerment of the Vice President of Student Services. They are available for guidance, counsel, and in the case of emergencies. An RD or designee is always on-call for matters related to the residence halls. RD's enforce campus expectations and may give exceptions to the dormitory rules.

Resident Assistants (RA's)

Resident Assistants live on the dorm floors. RA's are available for guidance and counsel and in the case of emergencies. They serve as floor leaders and facilitate spiritual, social, and service opportunities for residents.

They serve as a part of the Student Services team and are the front line staff in Central's effort to maintain a culture of discipleship, service, leadership, integrity, and love. They are empowered by the RDs, Deans, and VP of Student Services to initiate disciplinary action when appropriate. Applications and interviews for RA's are generally accepted in February and March.

Interested students should initiate a conversation with Student Life Staff, other RAs and/or the RDs. For more information, talk with the RDs.

A comprehensive list of Student Life Staff, their locations, phone numbers and emails are located on the back page of the Student Handbook.

Rooms and Roommates

Students may request consideration for single occupancy room assignments. Room assignments are made according to availability and at the discretion of the Student Services team through the RDs.

Upperclassmen may apply to live in the Mabee Foundation Hall dorm suites. Other students may apply for exceptions to live in the dorm suites. This is on a case-by-case basis and in the event that there is a vacancy in the dorm suites.

Students may also request a roommate, and doing so would provide students with a residential discount should a roommate be provided.

Student-led Ministries

Central believes that every student is an individual with incredible influence and leadership potential. Student-led ministries give students the opportunity to lead as an integral part of the college experience. Every year students travel across the street and across the globe to make a difference and advance the Kingdom of Jesus Christ. Central's heritage is rich with student-led groups.

Effective leadership ignites when passion and skills align to meet a need. Central's plan is to create a culture of leadership through unleashing student leadership and ministry potential. Students are encouraged to catch a vision of leadership opportunities through prayer, the Word, and interaction with people.

Forming a Ministry Group

Any student with a vision for ministry may be considered for recognition as a Central Student-led Ministry Group through the following process:

1. **Propose a Dream.** Submit your vision in writing to Student Services. The proposal will be evaluated by the Student Services team. There are two criteria involved with this first step; these include:
 - a. Is it biblical?
 - b. Is it aligned to Central's mission and values?
2. **Connect.** Find a faculty or staff mentor who will meet with you regularly to discuss your leadership development and group's ministry. Step 2 criteria: Is there an experienced leader who believes in you and your ministry vision?
3. **Pray.** Is this something that God wants us to do here and now? After a time of prayer, the proposal moves to step 4.
4. **Announce.** The Student Services Office will assist you in announcing an interest and information meeting. No announcements can be made unless the Associate Director of Student Services has approved it (this includes written, verbal, and electronic announcements).
5. **Evaluate.** The criteria for this step are based upon the belief that God provides the resources (people, materials, gift sets, etc.) to do what He calls us to do.
6. **Serve.** If your gathering produces a viable group, you are endorsed and empowered as an official Student Led Ministry.
7. **Grow and Collaborate.** Groups continue their Student Led Ministry status as long as they meet the above criteria.

Supply Preaching

Students have limited opportunities to preach in area churches that are looking for guest speakers from week

to week. A student who desires to be added to the supply preaching list must be approved. In order to be placed on this list, students must fill out an application and be interviewed by the appropriate faculty member. Those interested should reach out to the Executive Assistant - Healthy Church Program.

Students who are approved are put on a general list. If a student is scheduled to preach at a church, contact information for the church will be provided. The student is responsible to pay all expenses in travel to get to the church and may keep whatever the church pays. Students are encouraged to represent the College in the highest manner. Substantiated complaints from churches where a student preaches will lead to the removal of that student from the supply preaching list.

Discipleship

Discipleship is a critical part of developing servant leaders for the Church. Student Services has created a student discipleship program to help new students acclimate to their learning environment, promote kingdom building through intentional relationships, and build up people who can be disciple-makers in the future. All students who attend Central are encouraged to participate in the student discipleship program during their time here. The discipleship program is strongly encouraged, rather than required, since we want students to make an intentional choice to follow Jesus in the journey of discipleship.

Students are given the opportunity to join the discipleship program at the beginning of the year and can hop in a group at any time if so desired. Groups will be a place of prayer, encouragement, and spiritual support. This time will include a biblical component and will help the student learn to participate in spiritual conversations. All students will have a designated hour in their weekly schedules available for discipleship meetings.

Students who are further along in their spiritual journey may be asked to lead a group. Students who lead a discipleship group can use the opportunity for Christian Service as well as preparation for a faithful life of Kingdom ministry.

Chapel & Thrive

Central's community gathers in the Freneau Center Tuesday mornings for chapel and the Student Center Thursday evenings for Thrive. During these events we prioritize praise, worship, and celebration. These gatherings are the heartbeat of campus fellowship as we work to educate Biblical servants. As the entire on-campus student body is gathered, Chapel is also a time in which important and time-sensitive information is communicated to our students.

Chapel Attendance

Any student who fails more than one semester of Chapel/Thrive attendance may not be allowed to graduate. Students are expected to maintain an 80% chapel/thrive attendance rate each semester. Students who are unable to regularly attend Chapel and/or thrive due to unresolvable conflicts with work, partner college class times, or distance from the college may complete a Chapel Exemption Request Form which can be found on the links tab of Populi. See Church Services Office for Accommodations.

Students who are often absent from Chapel/Thrive will be contacted. Students who do not meet these minimum standards for Chapel/Thrive participation will fail for the semester.

Christian Service

- Ephesians 2:10 tells us that we have a purpose for which we were saved. The Great Commission found in Matthew 28:16-20 tells us that making disciples, baptizing them, and teaching them to obey Jesus is a part of that purpose.
- Fulfilling our purpose also requires finding our place in the broader Body of Christ. As such, Central encourages our students to serve the Kingdom of God while seeking out, processing, and discerning their God-given purpose and vocation by participating in 30 hours of Christian Service.
- Participating Christian Service is both a chance to serve others in the Kingdom and to explore vocation. Church Services Office encourages students to serve in their area of learning in order to test their fit and gifting in a given profession. As such, the following

- goals are a place to start this journey:
- To gain practical experience.
- To discover how your unique talents can be used for God's glory.
- To learn to be a leader.
- To learn to be sensitive to other people's needs.
- To appreciate the work, the problems, challenges, and rewards of service more fully in the local church.
- To learn responsibility by completing and reporting your Service-Learning assignments faithfully and on time.
- To graduate with a feeling of confidence in your ability to use what you have learned at Central in any situation.
- To learn how to live a faithful life of Kingdom ministry. Central encourages its students to use their various gifts and talents in some form of ministry or service in the kingdom while enrolled, and then continue that service upon graduation.

Church Attendance

Because Central is preparing leaders for the church, it is expected that all students will attend Sunday services on a regular basis. We encourage you to visit area churches and choose one to be involved with on a regular basis. Involvement in a local fellowship provides an extended family beyond Central and is an invaluable source of support, growth, and accountability.

Several churches are available nearby and offer a variety of ministries in which students can be involved. Several College personnel are in positions of leadership in local churches and can provide more information concerning the churches. Information and directions for area churches can be found in Student Services. Representatives from area churches will be on campus at the beginning of each fall semester as a part of Central's "Connecting with Our Community" event. This is an event specifically for our students in order for them to find a compatible church and investigate ministry opportunities, transportation possibilities, and to connect with local congregations.

Emotional Support Animals (ESA)

Central is committed to full compliance with all laws regarding equal opportunity for students with disabilities. With respect to the Americans with Disabilities Act, students, the faculty, and administration all play a role in ensuring that reasonable and appropriate accommodations are provided in a timely and effective manner.

Central is committed to assessing and determining individual plans for qualified students with disabilities. These plans include both academic and housing accommodations. The Director of Student Success works in connection with the VP of Academics and the AVP of Student Services to develop reasonable accommodation plans.

With respect to animals, Central does not allow pets. However, service dogs and emotional support animals are allowed in connection with an approved accommodation plan. Under the Fair Housing Act (FHA), a qualified student with a disability may be allowed to bring their ESA to live with them in their student housing.

The reasonable accommodation for emotional support animals applies to all areas of the housing where persons are normally allowed to go. This FHA accommodation does not apply to classrooms or other areas of campus, outside of housing, where animals would otherwise be prohibited. This includes but is not limited to:

The Walton Student Center
The Cafeteria
The Pelfrey Hall
The Reese Resource Center

In contrast, service animals protected under the Americans with Disabilities Act are allowed in all areas of the campus where members of the public are allowed to go.

At Central, the student needs to file an accommodations request with the Director of Student Success. The Director of Student Success will meet with the student and assess the forms the student has documenting the need for an accommodation,

including an Emotional Support Animal (ESA). For academic accommodations, the Director of Student Success will work with the VP of Academics. With respect to residential accommodations, the Director of Student Success will work with the AVP of Student Services.

The Church Services Office

The Church Services Office exists to help students engage with the Church and assists churches in connecting with our students. Through Church Services Office, students will have access to local church opportunities, ministry internships, and

Christian Christian Service experiences that align with their academic and spiritual development. All students will complete a church engagement survey to help match them with faith communities, and transportation will be available for regular church visits. Community Connections events at the start of each academic year will introduce students to ministry leaders, and Church Services Office will communicate Christian service requirements and opportunities throughout the semester. Students are encouraged to take advantage of Church Services Office resources to find meaningful ways to serve, grow in their faith, and build relationships within the broader Christian community.

Tuition & Fees for 2025-2026

Charges and fees may be found at cccb.edu/cost/. Send any questions concerning charges or fees to the Business Office. Explore costs with our Net Price Calculator at cccb.edu/admissions-aid/costs/net-price-calculator. View estimated costs of attendance at cccb.edu/admissions-aid/costs/estimated-cost-attendance. Central reserves the right to change its costs, modify its services, or change its programs should economic factors, curriculum revisions, or a national emergency make it necessary to do so.

Undergraduate Program

Moberly Student

Academic Charges	Rate	Semester Cost	Annual Cost
Undergraduate Tuition	\$375/hr	\$5,625 ¹	\$11,250 ¹
Undergraduate Semester Fee	\$475/ semester	\$475	\$950
Dorm Rates	Rate	Semester Cost	Annual Cost
Dorm room ²	\$3,150/semester	\$1050	\$6,300
Single room upcharge ²	\$600/ semester	\$600	\$1,200
Single Studio dorm suite ³	\$4,100/ semester	\$4,100	\$8,200
Double dorm suite ³	\$4,300/ semester	\$4,300	\$8,600
Single dorm suite ³	\$5,350/ semester	\$5,350	\$10,700
Apartment Cost	Rate	Semester Cost	Annual Cost
One bed-room apartment	\$710/month	Billed monthly	\$8,520
One bed-room apartment (medium)	\$760/ month	Billed monthly	\$9,120
One bed-room apartment (large)	\$840/ month	Billed monthly	\$10,080
Two bed-room apartment	\$840/ month	Billed monthly	\$10,080
Cafeteria Plans	Rate	Semester Cost	Annual Cost
Meal plan, 16 meals/week ⁴	\$1,850/ semester	\$1,850	\$3,700
Meal plan, 10 meals/week ⁴	\$1,550/ semester	\$1,550	\$3,100
Meal plan 5 meals/week ⁴	\$950/ semester	\$950	\$1,900
Food Add-Ons	Rate	Semester Cost	Annual Cost
Saints Meals ⁵	\$325/ semester	\$325	\$650

Charges are billed per semester. Rates are subject to change.

¹ Cost is based on 15 hours per semester. Cost is impacted by actual credit hours enrolled. Some Central classes also incur individual, class, or lab fees, depending on the courses taken.

² Dorm rooms are charged at the roommate rate.

³ Dorm suites and apartments are available by application only.

⁴ Residential and non-residential students can purchase cafeteria plans. Students need to purchase only 1 meal plan per semester.

⁵ Saints Meals Block is an add-on package. Residential and non-residential students can purchase multiple blocks each semester

Online Student (including Florence, St. Louis, New Day)

Charges	Rate	Semester Cost	Annual Cost
Undergraduate Tuition	\$375/ hour	\$4,500 ⁶	\$9,000 ⁶
Technology Fee	\$130/ 8-week session	\$260 ⁴	\$520 ⁴

Charges are billed per semester. Rates are subject to change.

⁶ Cost is based on 12 hours per semester (6 hours per session) and 2 sessions per semester.

Non-Degree-Seeking Student

Charges	Rate
Tuition	\$125/credit hour ⁷
Moberly Campus Semester Fee	\$130/semester ⁷
Online Session Fee	\$65/8-week session ⁷
Audit Charges	Rate
Undergraduate Class	\$190/class
Graduate Class	\$190/class

Charges are billed per semester. Rates are subject to change.

⁷ After the student earns 15 hours, the tuition and fees will be billed at the regular undergraduate level.

Dual-Enrollment Student or Concurrent High School Student

Charges	Rate
Tuition	\$125/credit hour ⁸
Moberly Campus Semester Fee	\$130/semester ⁸
Online Session Fee	\$65/8-week session ⁸
Audit Charges	Rate
Undergraduate Class	\$100/class
Graduate Class	\$100/class

Charges are billed per semester. Rates are subject to change.

⁸ The cost above is an academic year based on 9 hours per semester. Cost is impacted by actual credit hours enrolled.

Graduate Program

Charges	Rate	Semester Cost	Annual Cost
Graduate Tuition	\$400/hour	\$3,600 ⁶	\$7,200 ⁸
Graduate Student Fee	\$150/semester	\$150	\$300
TOTAL		\$3,750	\$7,500

Charges are billed per semester. Rates are subject to change.

⁸ The cost above is an academic year based on 9 hours per semester. Cost is impacted by actual credit hours enrolled.

Additional Fees

Charges	Rate
Exit Fee ⁹	\$300
Graduation Fee	\$80
Credit for Prior Learning Application Fee	\$100
Credit for Prior Learning Evaluation Fee	\$75/credit hour

⁹ Student is billed upon withdrawing from the college during the grace period and tuition and fees are removed.

¹⁰ Student is billed during the semester of graduation.

Estimated Cost of Attendance

The estimated Cost of Attendance (COA) is an estimated amount it will cost a student to live while enrolled in college for an academic year. This is not the amount the student will be charged by Central.

	Moberly Residential Student	Moberly Non-Residential Student	Moberly Student Living w/Parents	Online/ Florence/ St. Louis/ New Day Student	Graduate Student
Tuition	\$11,250 ¹	\$11,250 ¹	\$11,250 ¹	\$9,000 ²	\$7,200 ³
Fees	\$950	\$950	\$950	\$600	\$300
Housing	\$6,300	\$10,259	\$5,130	\$10,259	\$11,759
Food	\$5,000 ⁴	\$4,397	\$2,198	\$4,397	\$4,897
Books & Supplies	\$1,290 ¹	\$1,290 ¹	\$1,290 ¹	\$1,290 ¹	\$1,290 ¹
Transportation	\$1,150	\$2,985	\$2,985	\$1,100	\$2,985
Miscellaneous	\$1,950	\$9,499	\$9,499	\$9,499	\$9,499
Loan Fees	\$70	\$70	\$70	\$70	\$70
TOTAL	\$29,757	\$40,700	\$33,372	\$36,265	\$38,000

All estimates are based on full-time enrollment for 1 academic year (2 semesters).

¹ Estimate based on 15 hours per semester.

² Estimate based on 6 hours per session (12 hrs per semester). Does not include summer session.

³ Estimate based on 9 hours per semester.

⁴ Rate for 16 meal/wk plan + 2 Saints Meals packages, for a total of 22 meals/week.

Ways to Pay for School

Students should consider their options when paying for school. Such options include:

- Financial aid
- Payment plans
- Parental help
- Employment and/or weekend ministry opportunities
- Payment Plans

Students may enroll in a payment plan through Nelnet Business Solutions. Nelnet enrollees may make monthly payments throughout the semester or school-year with no interest charges. More information may be found at cccb.edu/financial-aid/payment-plan.

Payment & Refund Policies

Enrollment Agreement

The Enrollment Agreement is a contract between the student and the institution for payment and services rendered. Once a student has signed an enrollment agreement, the student is responsible for all charges. The payment and refund policies outline some limited exceptions to this rule.

Payments

All students must have their bill paid in full or payment arrangements in place with the Business Office before classes start.

Satisfactory payment arrangements may include the following:

1. If a student has completed the financial aid process, Central will require only that the student pay the obligation that will remain net of any expected aid. If the student is receiving federal aid, completion of the financial aid process includes completing all forms required including, but not limited to, the FAFSA, all documents needed to satisfy the requirements of verification (if applicable), and all loan documents (as needed).
2. Central may consider non-federal awards (from churches, service clubs, or other promised awards) in order to decrease the payment required prior to attending classes only if the Certification of Outside Scholarship form is received.

3. Students may choose to pay by utilizing a payment plan. The student must have an approved plan in place and be current on that plan. If the student terminates or defaults on that plan, immediate payment may be requested in full.
4. Students may choose to take a private loan to cover the balance. That loan must be approved by the bank and certified by Central prior to the due date.

In the event that extreme circumstances prevent a student from making payment arrangements before classes start, the student may request an extension. Extensions will be considered on a case-by-case basis and, if granted, the student will have until the end of the grace period to make satisfactory payment arrangements.

If at any time after the start of the semester it is determined that the student's anticipated financial aid will not be available, the student will be notified in writing of the remaining obligation. The student will have 7 days from the date of notification to make appropriate payment arrangements.

Refunds

Students who withdraw from the college within the census will receive a full refund of tuition, semester fees, housing, and food. Non-refundable fees include, but are not limited to, bookstore charges and classroom materials. As well, an exit fee of \$300 will be assessed.

After the census date, no reduction of any fees or charges will be given to students who are dismissed or who officially withdraw from all or a portion of their classes.

The following exceptions will be considered upon appeal:

1. A student who has received orders to report for active duty in the military may request a partial reduction of costs. The student must present a copy of their military orders.
2. A student who becomes unable to attend school due to a medical condition may request a partial reduction of costs. The student must present a written medical release from their doctor or counselor stating that class attendance would be detrimental to their health.
3. A student whose immediate family has an emergency because of major illness, death, or

other family loss, may request a partial reduction of costs if the student's continued enrollment would cause undue hardship for the family. A written request must be submitted by the student's parent or guardian if the student is a dependent, or the student themselves if they are independent. The letter must explain the situation and include a request to be excused from further class attendance.

4. Upon readmission to Central, a suspended student with an outstanding bill may appeal for a partial reduction of costs for a semester that was incomplete due to suspension.

All documentation for appeals must be presented to the Director of Accounting for approval. If a student's appeal is approved, then a partial refund of costs will be credited to the student's account in the following manner: the student fee will be prorated based upon the student's last date of attendance; housing and food costs will be prorated according to the last day in institutional housing. Reductions will only be given on student fees, housing, and food. No reductions will be given on any other fees or charges, including room upgrades. All appeal decisions are final.

Financial Aid

Central seeks to provide a quality education at an accessible and affordable cost. As a private, nonprofit institution, Central receives no support from taxes. Further, tuition paid by Central's students does not fully cover the costs of providing a quality education. In fact, every student who attends Central receives a substantial subsidy made possible by gifts from the college's alumni, friends, and interested churches, and in a few cases, businesses and corporations. Financial aid is money lent or given to students to help pay for the costs of attending college. A student's financial aid package is managed by the Financial Aid Office. That package may include:

- Institutional aid
- Federal aid
- State aid
- Outside aid sources

To be eligible for aid, students must have graduated from high school or the equivalent and be degree-seeking at Central. For financial aid purposes, a

degree-seeking program includes Bachelor's degrees, Associate's degrees, certificates, and Master's degrees. The Financial Aid Office assists students and their families with college expenses by helping them identify and qualify for the financial resources needed to attend college.

Financial Aid Offer (FAO)

The Financial Aid Office packages federal, state, and institutional aid for which the student qualifies and sends a Financial Aid Offer (FAO) to the student. The FAO is sent to students when Central has received their FAFSA, when they are awarded new aid, and/or upon their admission to Central.

Institutional Aid

SEAL Scholarship

Incoming Student Up to \$10,000 per academic year.

Returning Student Up to an additional \$3,000 per academic year.

Central believes service, experience, academics, and leadership are values that faithful kingdom workers possess and Central is committed to developing and rewarding those values in quality students. The SEAL Scholarship was established to recognize these multiple areas of accomplishment in a student's life.

In the SEAL scholarship, an amount can be awarded for each element: Service, Experience, Academics, and Leadership. Each element has two components: an incoming student award and a returning student award that can be earned in subsequent years. The scholarship can apply to tuition, fees, housing, and food.

Eligibility for Incoming Student Awards:

- Service:
 - 20 days of voluntary, organized service: mission trip, camp service, church service, community service, or other similar activity
- Experience:
 - 2 seasons extra-curricular, competitive-level activity: Bible Bowl, band, choir, show choir, theater, debate team, speech team, Science Olympiad, ScholarBowl,

Mathletes, athletics, Military, Reserve, Guard, or other similar activity

- Academics:
 - President's Level: HS GPA or CGPA > 3.5
 - Dean's Level: HS GPA or CGPA > 3.0
- Leadership:
 - Earned at HS graduation: Missouri A+ program
 - 1 year as officer or leader: Student government, 4-H, FBLA, FFA, FCA, Boy Scouts, Girl Scouts, youth group, ROTC, or other similar activity

Eligibility for Returning Student Awards:

- Service:
 - 1 participation: mission trip
 - 1 year regularly-scheduled, volunteer service: chapel service, travel worship team, church service, community service, or student-led ministry
- Experience:
 - 1 participation: Holy Land trip, archaeology dig
 - At least 12 per semester for 1 year: chapel reflections
- Academics:
 - CGPA is 3.5 or better: appeal to bump up to President's Level
 - CGPA is 3.0 or better: appeal to bump up to Dean's Level
- Leadership:
 - 1 year as Central leader: StuCo, mission trip, chapel, student-led ministry, or Discipler

The Admissions Department awards all incoming scholarships based on submitted materials before or at admittance. Returning students may apply for additional scholarship aid each summer. The Financial Aid Office will review all submissions and make appropriate awards at that time. Learn more at cccb.edu/financial-aid/scholarships. Online students are not eligible for the returning student awards.

Students must be enrolled full-time to receive the scholarship. Scholarships are renewable each year if students maintain SAP and end the semester with no disciplinary probation.

Visit Grant

Value: \$250 per semester for the first 4 semesters.

This grant will be awarded to qualifying students who visit the campus and meet with certain departments. The grant can apply to tuition, fees, housing, and food.

Eligibility:

- The student must be a spring junior or in their senior year of high school or a transfer student.
- The student must attend a formal visit to the Moberly campus: Individual visit days
- Come See Central days
- Overnight admissions events
- The visit must meet the following minimum requirements: Meeting with program director or professor
- Meeting with admissions counselor
- Campus tour
- If an athletic recruit, meeting with coach

Endowed Scholarships

Value: \$500-\$2,000 per academic year

Scholarships established by donors and designated to be awarded separately from Central's institutional aid are awarded and disbursed each year. Students can apply for these scholarships by filling out the Funded Scholarships Application form at cccb.edu/financial-aid/scholarships/internal-scholarships-application. Additional information may be required, and the student may be required to meet certain eligibility criteria. Endowed scholarships are awarded for one academic year only and do not renew.

Central Grant

Value: Based on student's need

Students with exceptional financial need remaining after all other awards may appeal for consideration of the Central Grant. Appeals can be submitted to the Director of Financial Aid and should detail the student's financial hardship. Additional documentation may be requested. The Central Grant is awarded for one academic year only and does not renew.

Tuition Discount Program

Central offers discounted pricing and tuition waivers for Central employees and their dependents and to

full-time employees of other Christian church colleges and universities. Contact the Financial Aid Office for more information.

Partnership Students

Students simultaneously enrolled with another higher education institution while enrolled as a degree-seeking student at Central will only receive aid at the "home institution." An agreement such as a Consortium Agreement, Memorandum Of Understanding (MOU), or Articulation Agreement should be in place for any degree-seeking student who is enrolled concurrently at another institution. The agreement determines which school is the "home institution" that will handle all financial aid matters. Only hours under the Agreement will be counted toward aid. If Central becomes the "home institution," the student will be eligible for institutional aid.

Federal Aid

Free Application for Federal Student Aid (FAFSA)

In order to receive federal student aid, including grants and student loans, the student must file the FAFSA. Central's federal school code is **014619**. Central students are eligible for a variety of federal student aid, including grants, work-study, and loans. Complete your FAFSA at studentaid.gov/h/apply-for-aid/fafsa.

Cost of Attendance (COA)

All federal aid is limited to a student's COA. The COA is the estimated amount it will cost a student to go to school at Central. It includes expenses such as:

- Tuition and fees
- Books, course materials, supplies, and equipment
- Housing and food (or living expenses)
- Transportation expenses
- Miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer)
- Loan fees (excluding any loan fees for non-federal student loans)

The Financial Aid Office calculates the COA for each student when packaging their aid. View Central's published COAs for the year at cccb.edu/admissions-aid/costs/estimated-cost-attendance and learn more about COA at

studentaid.gov/help-center/answers/article/what-does-cost-of-attendance-mean.

Federal Pell Grant

Pell Grants are a form of need-based aid that does not need to be repaid. A student's Pell Grant amount is determined by the demographic and financial information provided in the FAFSA. Awarding of the grant is based on the student's SAI (as determined by the FAFSA), enrollment status as a student, and aggregate Pell Grant eligibility. Learn more about the Pell Grant at studentaid.gov/understand-aid/types/grants/pell.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is generally awarded on a first-come, first-served basis to students with the highest need, but exceptions can be made by the Financial Aid Office. Learn more about the FSEOG at studentaid.gov/understand-aid/types/grants/fseog.

Federal Direct Loans

Federal Direct Subsidized Loans

The federal government pays the interest on a subsidized loan for students enrolled in at least 6 hours per semester until students have been in their program of study up to 150 percent of the published program length. Once a student drops below half-time, withdraws, or graduates, interest for a student's subsidized loans will begin accruing. To learn more about subsidized loans, visit studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized.

Federal Direct Unsubsidized Loans

Unlike the subsidized loan, the government does not pay the interest on this type of loan while students are in school. Students may defer the interest charges by adding these amounts to the principal for future repayment. This loan program is not need-based; it is available to students regardless of their financial need. If students don't qualify for the subsidized loan, they probably will qualify for the unsubsidized loan. To learn more about unsubsidized loans, visit studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized.

Direct PLUS Loans

PLUS Loans are for parents of dependent students. The PLUS Loan allows parents to borrow up to the cost of attendance not covered by other aid. If a parent

chooses, payment may be deferred until the student graduates, leaves school, or drops below half-time. For more information about the parent PLUS loan, visit studentaid.gov/understand-aid/types/loans/plus/parent.

Federal Work-Study (FWS)

FWS provides jobs for students who need financial assistance. Students will generally work 5–15 hours per week during the school year. Actual work hours will be determined by each student's supervisor. The amount of earnings must not exceed the student's unmet need. The government provides funding to help pay the wages. FWS earnings do not have to be repaid. Students wishing to apply for an FWS position must fill out a job application through the GPS Office. Learn more about FWS at studentaid.gov/understand-aid/types/grants/fseog.

Veterans Services

Veterans benefits may be available to veterans of the armed services or their dependents. To begin the application process, visit the veterans' benefit page at benefits.va.gov/gibill. Once students have completed the application and receive confirmation of their eligibility from the Department of Veterans Affairs, they need to submit their eligibility information to the Financial Aid Office.

State Aid

Access Missouri

Students who are Missouri residents at the time they file a FAFSA may be eligible for Missouri's need-based grant. Students must file a FAFSA by June 1, 2024 to be eligible for the grant in the 2025–26 academic year. Learn more at dhewd.mo.gov/ppc/grants/accessmo.php.

Bright Flight

Central is approved to participate in the Missouri Bright Flight program. This merit-based program is awarded to top-ranked high school seniors by the state of Missouri postsecondary schools. Learn about the program at <https://dhewd.mo.gov/ppc/grants/brightflight.php>.

Vocational Rehabilitation Benefits

Students who have a disability may qualify for benefits under a vocational rehabilitation program. Questions concerning eligibility and application should be

directed to the office of vocational rehabilitation in the student's home state or district.

Outside Aid

Central accepts scholarships from a variety of sources, including outside businesses and organizations. Links to some of the most popular scholarship search engines are on our website at cccb.edu/financial-aid/scholarships. Additionally, students are encouraged to check with the leadership and/or missions committee at their church to see if financial help is available to students attending a Christian college.

To apply an outside scholarship to a student's account before receipt of it, Central must receive a written statement to the Financial Aid Office verifying the amount of the award and when the monies from the scholarship will be sent to the school from the sponsoring organization, or the organization may fill out the [Certification of Outside Scholarship form](#).

Private Loans

Students must arrange for private loans themselves. The Financial Aid Office will certify a private loan for up to the amount of the cost of attendance after all other aid is applied

Awarding & Disbursing Aid

Aid is awarded in annual amounts for an academic year. Annual amounts are divided between semesters. The Financial Aid Office prorates or recalculates institutional aid prior to disbursement if a student's enrollment, campus, residence, or dependency changes. After a disbursement has been made, there is no adjustment to aid. Other situations can be appealed to the Director of Financial Aid.

A student whose financial aid is subject to change will be notified from the Financial Aid Office by email.

Aid is applied to the student's bill in the following order: tuition, fees, housing, food. Institutional aid is applied first, followed by federal aid. If an external scholarship stipulates where it must be applied, it will be applied to the student's bill before institutional aid is applied. In this situation, institutional aid will be prorated up to the amount of the student's bill.

Aid is awarded and disbursed in whole-dollar amounts one time each semester. For online students, it is disbursed in each session and is divided according to enrollment for the session. The student can see the disbursement amounts and dates on their student portal. If a disbursement creates a credit balance on the student's account, a refund will be issued within 14 days.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard of measurement a school uses to ensure a student is successfully progressing through their degree requirements. Central uses SAP to determine whether a student is eligible for financial aid. Two components of SAP include:

- A *qualitative component* which is equal to the student's cumulative grade point average (CGPA).
- A *quantitative component* which is the calculation of the student's pace of progression to ensure completion within the maximum time frame.

The student's CGPA includes grades from all institutional courses that apply to their degree program. For repeated courses, the course with the higher grade will be used in CGPA calculations.

The pace of progression is calculated by Financial Aid:

$$\text{Credit hours earned} / \text{Credit hours attempted} = \text{Pace}$$

Credit hours earned are the hours in which the student earned a grade. This also includes credits transferred into the student's degree program from another college or university institution.

Credit hours attempted are classes the student either received a non-passing grade or withdrew from after the grace period. For repeated courses, both attempts at the course will be used in the credit hours attempted.

Additional to the qualitative and quantitative components, the DOE requires a specific qualitative review at the end of a student's second academic year. The students to be reviewed receive federal financial

aid and have been enrolled in a degree-seeking program of more than two years.

Withdrawing from too many classes will have a negative impact on a student's pace and may lead to being suspended from federal and institutional financial aid as well as placed on Academic Suspension.

SAP Evaluation

The Financial Aid Office (FinAid) evaluates each student's SAP at the end of each payment period (see P&P manual for definition). Evaluations include courses in which the student did not earn aid but do not include courses outside of the student's program.

Each student must satisfactorily meet both the qualitative and quantitative requirements of SAP.

- Qualitative evaluation:
 - 2.0 CGPA
- Quantitative evaluation:
 - Pace of 67%
 - Ability to complete the program within 150% of its length

If a student's delayed grades for a term change their SAP for that term after the next term has started, their SAP status must be updated. However, aid that has already been disbursed in the next term will remain in place.

Deficiencies of SAP

Any student who fails an SAP evaluation is placed on a financial aid status and is notified from Financial Aid by email.

Financial Aid Warning

Financial Aid places a student on financial aid warning for one term if they fail SAP. The student will be eligible for aid without appeal and will have one semester to regain SAP. They can clear their status by regaining SAP.

Financial Aid Suspension

A student is placed on financial aid suspension if they continue to fail SAP after a semester on financial aid warning. During this time, they are not eligible for institutional or federal student aid. Students on a suspension can clear their status and restore their aid eligibility by regaining SAP.

Appeals

A student on financial aid suspension may appeal the suspension within 10 days of receiving notification on the basis of the student's injury or illness, the death of a relative, or other special circumstance. The appeal must be submitted to FinAid and explain why the student failed to make SAP and what has changed in their situation that will allow them to make SAP at the next evaluation. FinAid may request the student to provide supporting documentation.

Students who withdraw from school on a status will return on the same status when they re-enroll. However, they have the ability to appeal it during the re-enrollment process.

Financial Aid will review the appeal and may consult with the Academic Office and Student Services if the situation includes them. If the student is granted their appeal, FinAid will place them on financial aid probation.

Financial Aid Probation

Financial Aid places a student on financial aid probation for one term if they successfully appeal their financial aid suspension. The student will have all federal aid benefits restored and retention of institutional aid will be evaluated on an individual basis.

When a student is placed on probation, Financial Aid works with the Academics Office to determine if they can regain SAP in one term. If true, the student will not be required to be on an Academic Recovery Plan (ARP). If the student cannot regain SAP in one semester, they must be placed on an ARP monitored by the Academics Department.

At the discretion of Financial Aid, a student on an ARP may receive delayed financial aid disbursements until Financial Aid determines that the student is meeting the requirements of the ARP.

Students on financial aid probation can clear their status by regaining SAP. If they do not meet SAP but do fulfill the requirements of their ARP, they can continue to receive federal aid. If a student does not meet SAP by the end of their ARP, they will be placed on financial aid suspension.

Exiting Students

When a student withdraws from a course or exits school, the Financial Aid Office will determine if a student's financial aid will change. In many instances, students whose accounts were "paid in full" at the beginning of the semester may end up owing Central after withdrawing. Please contact the Financial Aid Office for more information.

If any aid is disbursed at the time of the student's withdrawal, the aid will be recalculated and prorated as appropriate according to the student's last date of attendance. Disbursed aid will remain in place after the grace period ends. A return of Title IV funds will be performed if a student withdraws before the 60% point of the semester.

Return of Title IV Funds

A student who withdraws for any reason prior to the end of the semester may no longer be eligible for the full amount of federal aid funds received. A student is allowed to retain the amount of aid that is considered earned at the time of the withdrawal, up to the 60% point of the semester. The unearned portion must be returned to the Department of Education by the school and/or the student, and in many instances, students whose accounts were "paid in full" at the beginning of the semester may end up owing Central after withdrawing.

Right to Appeal

Students have the right to appeal any decision for removal or reduction of aid within 10 days of notification. Appeals must be made in writing and submitted to the Financial Aid Office.

Students also have the right to appeal existing institutional aid to request an increase. Decisions will be based on exceptional academic success and/or extenuating circumstances that affect the financial need of the student.

All need-based federal aid must be exhausted before an increase in institutional need-based aid would be considered. Requests for an increase to institutional aid must be made in writing and submitted to the Financial Aid Office.

All appeals will be considered by an appeals committee, and all decisions made by that committee will be final.



Academics

Academic Definitions

Credit Hour

The college uses the credit hour as the basic unit for awarding institutional academic credit for all modalities and levels of education. Credit hours are based on a 15-week semester (or the equivalent amount of student workload for a different length course).

One credit hour is approximately one hour (50 to 60 min.) of direct instruction delivered to students (or an equivalent amount of self-directed learning activities), plus two hours (110 to 120 min.) of instructor-designated out-of-class learning activities,

each week, for 15 weeks of a semester. Thus, a one-credit hour course requires between 37.5 - 45.0 hours of student workload per semester.

Credit will be awarded based on weekly academic engagement with the course, as well as an assessment of student achievement on assignments and course outcomes. All competency-based learning will be assessed through the Credit for Prior Learning process.

Academic Engagement

Students are expected to attend class sessions (whether onsite, participation in synchronous meetings online, or via remote teaching and learning technology), and participate in experiential learning activities or other forms of interactions between the instructor and the student. Likewise, various forms of course transactions contribute to engagement, such as submitting an assignment, taking a test or quiz, participating in computer-aided instructional activities, study groups, group projects, assigned online discussions, or discussing class-related academic topics with the course instructor (academic counseling or advising do not contribute).

Extension Site

A designated off-campus location where students and faculty regularly meet physically (i.e., "onsite") in classes. Students may only complete up to 49% of course work toward requirements for one or more of the institution's educational programs at extension sites.

Learning Modalities

Central offers courses in a variety of modalities to meet the diverse learning and scheduling needs of students. Courses are designed to impart the knowledge, skills, and practical experiences necessary for lifelong learning, vocational competence, and development of a biblical worldview regardless of location or instructional modality. Modalities will be designated on the class schedule and in the student information system. In some instances, students will be able to register for a class in a variety of formats in the same term (i.e., "Mixed Modality").

Face-to-face education requires instructors and students to be physically in the same classroom at the

same time for more than half of scheduled class sessions.

a) Onsite

Courses are delivered in a traditional face-to-face environment where instruction is predominantly through in-person lecture and discussion format. Technology may be used to enhance student engagement and occasionally replace in-person class sessions. Instructors will take daily attendance.

b) Hybrid

Courses are delivered through a combination of face-to-face and teaching-learning technologies. These courses require a minimum of 51% physical onsite instruction. The remainder of the course may be taught using various synchronous and asynchronous learning designs. Instructors will take daily attendance.

All forms of distance education use one or more technologies to deliver instruction to students who are separated by space and/or time from the instructor. Most course activity is done via technologically mediated educational strategies including, but not limited to, video conferencing, audio conferencing, and learning management systems. Courses are designed to include regular and substantive faculty-student, and student-student, interaction, either synchronously or asynchronously, to engage students in teaching, learning, and assessment. Students need to have regular access to a computer, or a like device that can run the Canvas and Zoom platforms, a reliable internet connection, and satisfactory peripheral equipment (minimum of a webcam, a listening device, and a microphone).

c) Online

Courses are designed to deliver instruction and interaction between the teacher and among students primarily through asynchronous learning strategies. Some courses may include limited synchronous elements. Students are expected to complete weekly assignments. All online courses are 8 weeks long. Instructors will take weekly attendance based on student engagement.

d) Remote

Courses are designed to deliver instruction and interaction between the teacher and among students primarily through synchronous course sessions. Students are expected to schedule sufficient time for live classroom instruction/learning activities. For some

classes, the college will provide a technology-equipped room for students to engage with remote teachers. Students are required to complete weekly assignments in addition to the live-streamed sessions. Remote classes may be either 8 or 15 weeks long. Instructors will take weekly attendance based on student attendance.

e) HyFlex

Courses are designed to offer students flexibility in choosing their mode of participation each week while maintaining consistent academic engagement. Students can attend either synchronously (in-person or via video conferencing during scheduled class time) or asynchronously (through completion of weekly engagement requirements). Students choosing asynchronous participation must submit at least one substantive assignment, discussion post, or assessment each week. Students may switch between attendance modes from week to week based on their circumstances. Students need to have regular access to a computer or like device that can run the Canvas and Zoom platforms, a reliable internet connection, and satisfactory peripheral equipment (minimum of a webcam, a listening device, and a microphone). Instructors will take weekly attendance based on student engagement in either modality.

f) Experiential Learning

Courses are designed to give students real-world practical experience. Students are responsible to engage with their in-context supervisor and the course instructor on a weekly basis. Some course learning activities will be assigned to monitor growth and assess learning. However, a majority of the course will be spent in an internship or a paid position developing proficiency in specified knowledge or skills in order to meet program or degree requirements, while gaining the necessary work competencies for career readiness. Instructors will take weekly attendance based on student engagement.

Terms and Sessions

Central's academic year has three terms. It begins with a fall term, followed by a spring term, and ends with a summer term.

a) Semester

A 15-week term. Semesters are commonly referenced as Fall or Spring or in the format using the corresponding year:

- FA-25
- SP-26

b) Session

An 8-week term. Central's online courses are offered in sessions. There are two online sessions each semester and one session in the summer. Online sessions are referenced by their session name and the year:

- AUG-25
- OCT-25
- JAN-26
- MAR-26
- JUN-26

Degree

A two- or four-year academic credential. Each degree must meet stated minimum accreditation requirements..

Associates of Arts

60 total credit hours. This includes 15 credit hours in General Studies and 12 credit hours in Biblical/Theological Studies.

Bachelor of Arts

120 total credit hours. This includes 30 credit hours in General Studies (with one or more courses from each of the following disciplines: communication, humanities/fine arts, natural science/mathematics, and social/behavioral science), 30 credit hours in Biblical/Theological Studies, and 18 credit hours in professional and/or ministry studies.

Master of Arts

30 total credit hours. A minimum number of credits must be earned at Central in order to receive a degree from the college (25% undergraduate degrees or 50% graduate degrees).

Core

All undergraduate degrees required two core areas in General Studies and Biblical/Theological Studies.

General Studies Core

Courses prepare students for a wide range of academic and professional pursuits by training students to think critically, communicate effectively, understand and ethically engage cultural contexts, and apply discipline-specific knowledge in order to logically and analytically solve real-world problems. These courses are assessed through Core Learning Outcomes 1-4, and are congruent with Core 42 standards set by the state of Missouri for transferability. Associate and bachelor's degrees require 15 and 30 credit hours respectively, with one or more courses from each of the following disciplines: communication, humanities/fine arts, natural science/mathematics, and social/behavioral science.

Biblical/Theological Studies Core

Courses prepare students to think and live biblically by knowing the general content of the Bible, encouraging students to grow spiritually, and through an understanding of believer's role in the kingdom (both individually and collectively as the church). These courses are assessed through Core Learning Outcomes 5-7. Associate and bachelor's degrees require a minimum of 12 and 30 credit hours respectively, which includes courses in biblical, theological, and Christian Formation disciplines

Program

Undergraduate bachelor's degrees require a minimum of 36 hours in a degree program (aka, "major"). Each program is comprised of three elements: "career field" courses (general career field knowledge/skills awareness), "career emphasis" courses (specific career knowledge/skill development), and "career experience" courses (pre-career field learning experiences). All of these courses are assessed through program-specific Program Learning Outcomes.

Major

A 36-credit hour program of study within the Professional Studies area. Credits will be divided between "career field," "career emphasis," and "career experiences" requirements. A minimum of 18 credit hours must be earned at the upper division.

Minor

A 15-18 credit hour additional area of specialization (within or outside of the major). Three (3) of the 15-18 hours may overlap with other degree/program requirements; 12 of the 15-18 must be unique (additional) hours. Nine of the 15-18 credits must also be earned at an upper division level.

Emphasis

The area of specialization within the major. Credit hour requirements will vary by major but generally will range between 9-12 credit hours.

Concentration

An area of focused learning within the master's degree. Credit hour requirements are set at 18 credit hours.

RSM

The Russell School of Ministry, Central's graduate program.

Inclement Weather Policy

The college strives to maintain normal operations for all in-person classes on the main campus and extension sites during severe weather conditions when it is safe to do so.

Communication of Weather-Related Changes

The Vice President of Administration, working with the Vice President of Academics and Associate Vice President of Student Services, will notify students and employees of any operational changes by 7:00 AM local time through official school email and/or text messaging. If weather conditions change during the day or evening, updates will be sent as soon as possible.

Impact on Different Class Types

- In-person classes: Subject to weather-related schedule changes or cancellations.
- Online classes: Continue as scheduled unless specifically mentioned in a campus alert.

When severe weather disrupts normal campus operations, the following procedures will be implemented:

Closure or Delayed Start (Day 1)

On the first day of a weather event, one of two declarations will be announced:

- **Delayed Start:** Campus offices and classes will begin at an alternative time. Campus services will be limited for a time. A delayed start will mean that any classes scheduled to begin prior to the revised campus opening time will be canceled. All classes scheduled to begin at/after the announced start time will meet as scheduled unless otherwise directed.
- **Campus Closed:** Campus offices will not open, and all classes will be canceled. Campus services will be limited.

In both scenarios, faculty will extend due dates/deadlines by at least one day for assignments due the day of or the day after the closure or delayed start.

Closure or Delayed Start (Subsequent Days)

When inclement weather causes multiple consecutive delayed starts or cancellations, faculty will decide on a class-by-class basis how their courses will compensate for the missed in-class sessions. In some cases, faculty may choose to hold synchronous Zoom sessions during the scheduled class times. Faculty will communicate alternative learning plans via Canvas at least 60 minutes before a scheduled class time. Faculty will extend due dates/deadlines equal to the number of subsequent closure days.

Inclement Weather Policy for Off-Campus Students

Off-campus students who cannot safely travel to class due to hazardous driving conditions (including ice, snow, flooding, or severe weather warnings) will not be counted absent for weather-related absences if they notify their instructor within 24 hours of a missed class. Students are responsible for obtaining missed material and completing any alternative assignments provided by the instructor. This policy applies when local authorities issue travel advisories or when conditions pose a reasonable safety risk, as determined by the student's judgment and communication with faculty.

Distance Education Grievance Policy

Filing a Complaint

In accordance with federal regulations, Central provides "its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint" [34 CFR 668.43(b)]. This information is subject to revision.

The following complaint process is only for students participating in distance education courses, activities, and operations.

1. **Institution.** All formal student complaints/grievances are required to be communicated in writing by letter or email to the Associate Dean of Digital Learning. If the concern is with the Associate Dean of Digital Learning, the communication is to be submitted to the Vice President of Academics. All complaints received will be reviewed by the Academics Department and will be forwarded to the appropriate department at the institution if it does not fall within the responsibility of the Academics Department. When possible, students are encouraged to pursue informal resolution. The Vice President of Academics is responsible for all academic matters (grades, instructors, course materials, academic policies, etc.). The Associate VP of Student Services is responsible for all student conduct matters (student handbook, code of honor, etc.). The Academics Department will forward anything outside of this scope to the appropriate department in the institution. The student will receive communication of the status of the complaint/grievance in writing by letter or email within thirty (30) days.
2. **State of Missouri.** Students may formally file a grievance against Central through the Missouri Department of Higher Education and Workforce Development ([MDHEWD](#)) only after exhausting the college's complaint/grievance procedures in matters related to state higher education laws and reciprocal agreement regulations. In most cases, issues related to student grades or conduct violations are governed entirely by instructional policies and laws of the state of Missouri. See *Consumer Protection* in the [SARA Policy Manual](#). Central accepts MDHEWD's oversight in [resolving complaints](#) from students participating in distance education under the guidance of the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)) and their published [complaint process](#).

3. **Accreditor.** Alternatively, students may submit a complaint to Central's accreditor, the Association for Biblical Higher Education (ABHE) for allegations related to Central's ability to meet ABHE's accreditation standards, policies, and procedures. See *Policy on Complaints Against an institution or Accredited Program* in the [COA Standards and Policies Manual](#).
4. **U.S. Department of Education.** In certain other circumstances students may file a complaint with the US Department of Education (ED) or one of their agencies. These include, but are not limited to, allegations of violating federal laws or regulations related to: [civil rights discrimination](#) (and/or retaliation), [FERPA privacy violations](#), or the [misuse/mismanagement of federal funds](#) (including financial aid).
5. **State Attorney General.** In matters related to allegations of misleading/deceptive marketing practices, students may contact the [Office of the Missouri Attorney General](#) (AG).

Contact Information

Central Christian College of the Bible (Central)

911 E. Urbandale Dr.
Moberly, MO 65270
(660) 263-3900

[Consumer Information](#)

Missouri Attorney General (AG)

Consumer Protection Division
P.O. Box 899
Jefferson City, MO 65102
(800) 392-8222 or (573)-751-3321
Email: consumer.help@ago.mo.gov
[Website](#)

Missouri Department of Higher Education and Workforce Development (MDHEWD)

P.O. Box 1469
Jefferson City, MO 65102-1469
(573) 522-1377
Email: joshua.fischer@dhewd.mo.gov
[Student Complaint Process](#)

National Council for State Authorization Reciprocity Agreements (NC-SARA)

3005 Center Green Drive
Suite 130
Boulder, Colorado 80301
(720) 680-1600
Email: info@nc-sara.org
[Student Complaint Process](#)

The Association for Biblical Higher Education (ABHE)

5850 T G Lee Blvd, Suite 130
Orlando FL 32822
(407) 207-0808
Email: info@abhe.org
[Student Complaint Process](#)

U.S. Department of Education (ED)
400 Maryland Avenue, SW
Washington, D.C. 20202
[Website](#)
[Student Complaint Processes](#)

Credits

TRANSFER OF CREDITS

Central accepts academic credits in accordance with the college's accreditation requirements and standard practices in higher education. Receiving institutions have academic autonomy and can determine the quality and appropriateness of credits earned from other institutions. As such, transfer of credit is not automatic though all efforts will be made to award the maximum credit allowable.

1. Final evaluation of potential transfer credit will only be made from official transcripts received directly from the sending institution.
2. The Registrar is responsible for credit evaluation decisions in consultation with the VP of Academics, the Dean of Graduate Studies, or appropriately credentialed faculty. Students may need to provide additional instructional materials/documents (course descriptions or syllabi, etc.).
3. Credits will be eligible for transfer based on the following criteria:
 - The sending institution is accredited by an organization recognized by the Council for Higher Education Administration (CHEA) or the United States Department of Education (USDE).
 - Credits were based on semester hours or their calculated equivalents.
 - Students earned a minimum grade of a "C."
 - The credits meet or are an appropriate equivalent to course requirements or degrees offered by the Central.
4. Course work earned from an unaccredited institution or organization will be evaluated

for credit through either the Credit for Prior Learning process or an articulation agreement approved by the faculty Academic Council and the VP of Academics.

5. Central accepts a maximum of 75% of transfer credits toward an undergraduate degree and a maximum of 50% of transfer credits toward a masters degree. Some forms of credit may have additional limitations (see list below)
6. All forms of credit, whether earned through an institution of higher learning or through examination, will count toward the maximum number of transferable credits.

Credit by Exam

Advanced Placement (AP)

The college will accept AP scores of 3 or higher toward general education college credit in place of general studies courses. Each examination is worth 3 hours of college credit at Central. New students need to request score documentation be sent to the Admissions Office and current students should request scores be sent to the Registrar's Office.

College Level Examination Program (CLEP)

Central accepts CLEP scores of 50 or higher for college credit in place of required general studies courses. Each examination is worth 3 hours of college credit at Central. New students need to request score documentation be sent to the Admissions Office and current students should request scores be sent to the Registrar's Office.

AP/CLEP Exam	Central Courses Fulfilled
Any History or Social Science exam	History Elective
Any Math exam	Math Elective
Any Science exam	Science Elective
Any Foreign Language exam	Foreign Language Elective
Any Literature exam	Literature Elective
Any Composition exam	English Composition I

Credit for Prior Learning (CPL)

Students can petition to earn college credit from a wide variety of prior learning experiences such as those from the workplace, the military, volunteer positions, and unaccredited education. A student can earn a

maximum of 49% of credits toward an undergraduate or graduate degree program through CPL at Central. Eligible experiences must demonstrate that they meet or exceed the learning outcomes of required courses. Submitted petitions will be evaluated by the VP of Academics and appropriately credentialed faculty and then transcribed by the Registrar.

Transferring Credits to Other Colleges and Universities

Receiving colleges and universities may establish their own policies related to the acceptance or rejection of credits. While every effort is made to ensure that credits earned at Central are transferable, these are not guaranteed to meet other schools' requirements. However, the following schools have a history of accepting the college's credits either towards the completion of a degree or for admissions into a higher level degree program: Asbury Theological Seminary, Biola University, Central Methodist University, Concordia Seminary, Dallas Theological Seminary, Emporia State University, Fort Hays State University, Gordon-Conwell Theological Seminary, Grace Theological Seminary, Grand Canyon University, Harding University, Hope International University, Indiana Wesleyan University, Johnson University, Kentucky Christian University, Liberty University, Lincoln University, Midwestern Theological Seminary, Stephens College, Trinity Evangelical Divinity School, University of Edinburgh, and Wheaton College.

Central has articulation agreements with:

Indiana Wesleyan University (IWU)

Moberly Area Community College (MACC)

Academic Standing

CLASSIFICATION OF STUDENTS

Degree-seeking

Students who are actively pursuing the academic requirements of a certificate or degree are eligible for federal student aid. To be degree-seeking, students must have:

- Graduated from high school or have a GED
- Applied to be a student at Central
- Been accepted by Central's admissions department
- Declared a degree program

Non-degree seeking

Students who are not actively pursuing a certificate or a degree and are indicated as non-degree-seeking are not eligible for federal aid. Such students are:

- Concurrent high school students
- Constituent students
- Audit students

STANDING

A student's grade level classification will change after a semester in which the credits completed qualify the student to be classified at the higher level.

Freshman

Students with less than 30 credits earned.

Sophomore

Students who have earned at least 30 credits.

Junior

Students who have earned at least 60.

Senior

Students who have earned at least 90 credits.

Graduate

Students who have earned a bachelor's degree and are enrolled in a graduate-level program.

Grading Scale

A course grade quantifies student learning and achievement through objective measures and may be determined by participation, written assignments, exams, or other means indicated by your instructor.

Course syllabi may indicate the exact formula to be used for calculating the grades in each course.

The following is Central's Grading Scale, used to determine letter grade and GPA:

Letter Grade	Score	GPA
A	100-95	4.0
A-	<95-90	3.7
B+	<90-87	3.3
B	<87-83	3.0
B-	<83-80	2.7

C+	<80-77	2.3
C	<77-73	2.0
C-	<73-70	1.7
D+	<70-67	1.3
D	<67-63	1.0
D-	<63-60	0.7
F	<60	0.0

Other Grade Symbols	Meaning
P	Student earned at least 80% in a pass-fail course (4 quality points)
W	Withdrawn from a course
AU	Course was audited by a student; no grade was given
I	Incomplete grade (temporary)
IP	In progress (temporary)

Grade Reports

Canvas will track current grades as students submit work and instructors provide scores. You may refer to the Academic Calendar to find out the dates for when final grades are submitted to Populi for each term.

Academic Honors

Dean's List

Recognizes students each semester who earn a minimum 3.50 semester GPA with at least nine credits attempted.

Delta Epsilon Chi

Recognizes graduating seniors who demonstrate superior achievement in academics, leadership, and Christian service as members of the academic honor society of the ABHE. Students must have at least a 3.30 GPA. Delta Epsilon Chi award recipients are selected by the faculty.

Departmental Awards

Other awards specific to departments are chosen by faculty members and recognized at the annual Honors Chapel.

Valedictorian & Salutatorian

Granted to the students with the highest and second highest CGPA, respectively. To qualify, students must have earned 60 institutional credits, complete the final 30 credits of their degree at Central or a partner institution, and graduate within ten semesters of original enrollment.

Latin Honors

Bachelor's graduates with at least 60 credits taken at Central and have an exceptional GPA:

- Cum Laude: GPA of at least 3.50
- Magna Cum Laude: GPA of at least 3.75
- Summa Cum Laude: GPA of at least 3.90

Latin Honors will be based on the cumulative institutional GPA from the semester prior to the students degree conferral.

Transcripts

Ordering a Transcript

Past students may print their own unofficial transcript using the student portal or pay a transcript fee for each official transcript. A signed request is required using the transcript request form available in the academic services office or online at <https://cccb.edu/academics/transcript-requests>

Any remaining balance on the student's account must be paid before an official transcript will be released. Current students who have paid the student fee may request up to 3 free official transcripts per semester. 90

Students need to allow 7–10 days for a transcript to be processed. Transcripts for a third party must remain sealed to be considered official.

Policy on Name Change

A student's name can be changed during enrollment if legal documentation is provided to verify the change. If a student is no longer enrolled, the student's name will remain the same in the records as it was when they were last enrolled.

If legal documentation of a name change accompanies a transcript request, the Registrar may provide a "Transcript Addendum " to provide confirmation of the student's identity.

Academic Expectations

Academic Integrity

Academic integrity is expected of all students. Students are expected to avoid dishonest means to complete assignments and tests. This includes plagiarism or cheating.

Plagiarism

Plagiarism is defined as representing another person's ideas, writings, or other intellectual property as one's own without properly citing the original creator. This includes:

- Directly copying sections of text, images, or other materials from any source - print, digital, or other students - without using quotation marks and attributing the source.
- Paraphrasing or summarizing the work of others without properly citing the source.
- Re-using significant portions of one's prior work without the permission of the instructor.
- Using information from generative AI tools to create work without explicit permission from the instructor.
- Use of AI tools (for any purpose) without explicit permission from the instructor.
- Submitting work that has been partially or fully authored by someone else, whether through a paid service or obtained for free.

Cheating

Students are expected to demonstrate integrity by not giving or receiving information during any test or examination, or on any other individual assignment unless the professor so specifies. Past tests or term papers should not be distributed to other students without the express permission of the teacher.

Penalties for Academic Dishonesty

Generally, in instances involving academic dishonesty, the professor in collaboration with the Academic Office, will apply the following cumulative penalties (across all courses/semesters). Documentation will be kept with students' official academic record until graduation.

1. First Offense — Warning and resubmission of the assignment (with or without a grade penalty)
2. Second Offense — Failure of the Assignment
3. Third Offense — Failure of the Class
4. Fourth Offense — Dismissal from the school (placed on immediate academic suspension, a failing grade in all currently enrolled courses impacted by academic dishonesty, all other courses will be administratively withdrawn, and removal from all classes)

Any student accused of academic dishonesty may appeal in writing to the VP of Academics, who will convene the appeals committee to review the case.

AI Policy

AI tools are not allowed for any assignments in this class unless explicitly permitted by the instructor. This includes but is not limited to using AI to generate arguments, analysis, and wording for assignments and incorporating this material into your assignment as one's own. Students should maintain evidence of their work (drafts, notes, sources) to demonstrate originality.

If the instructor allows the use of AI tools on specific assignments, the tools must be cited with proper attribution in either Turabian or APA style, and chat logs may be required as a part of assignment submissions. Violations of this policy are considered a breach of academic integrity.

Attendance

Central students are expected to be responsible members of a scholarly community. An essential component of ministry preparation is developing a professional work ethic that includes dependability and timeliness as demonstrated through regular class attendance. Attendance is defined as in-person participation unless indicated otherwise in the course syllabus. In special circumstances, synchronous video conferencing may count as attendance with the special approval of the academics office.

ONSITE CLASS ATTENDANCE

Excused Absences:

- Students participating in officially sponsored college activities, such as intercollegiate

athletics, approved class field trips, ministry conferences, or admissions/outreach trips on behalf of the college, will receive an excused absence.

- Excused absences (students and dates) will be determined by the academics office and communicated to the faculty.
- Excused absences do not contribute to a student's absence limit.

Unexcused Absences

- Unexcused absences are defined as absences not covered by the excused absence policy such as illness, family emergencies, personal appointments, ministry-related situations, or other such circumstances.
- Each student may accumulate no more than the equivalent of two weeks' worth of class time of unexcused absences per course (e.g., 4 absences for a course meeting 2x/week).

Tardiness:

- Being late to class, as well as leaving class for up to 1/3rd of a class, will count as a tardy.
- If a student misses over 1/3rd of a class period, they will be counted absent.
- An accumulation of three tardies count as one absence against a student's record.

Consequences of Exceeding Absence Limit:

- Students who exceed the two-week unexcused absence limit in a semester will fail the course at the end of the semester unless they withdraw within the designated time period or successfully appeal their course failure due to excessive absences at the end of the semester.

Appeals:

- Students may appeal course failure due to excessive absences in writing to the academics office no later than the Monday of Finals Week.
- Appeals must include any supporting documentation or evidence which will be evaluated by an appeals committee at the end of the semester.

Online Class Attendance

Attendance in online classes is defined by weekly student engagement in any of the following ways:

- Attending synchronous class sessions
- Submitting assignments
- Taking an assessment or exam
- Participating in an online discussion, an interactive digital instruction or tutorial, a study group/group project
- Interacting with the instructor regarding academic matters

Attendance will be taken every Monday based on the preceding seven days (Mon-Sun), and any student not demonstrating engagement during this period will receive an absence. Only one absence is permitted during an 8-week session. If a student does not demonstrate engagement during the first week of the course, they will be administratively dropped from the course by the final Add/Drop date. Students will be administratively withdrawn if they do not demonstrate engagement for two consecutive or cumulative weeks prior to the end of the withdrawal period. After this period, students with more than one absence will receive a failing grade.

Academic Status

Academic status will be determined at the conclusion of Fall and Spring terms. (Summer term will not affect Academic Status). All GPA's (term or cumulative) will be based on institutional credits only.

Academic Alert

Students in Good Standing will be placed on Academic Alert when their term GPA falls below 2.0 while maintaining a cumulative GPA of 2.0 or higher. Individuals will be notified by email from the Registrar's Office.

Academic Warning

Students in Good Standing or on Academic Alert will be placed on Academic Warning when their cumulative GPA falls below 2.0. Individuals will be notified by email from the Registrar's Office and will be enrolled in both the Student Success course and Private Study Skills & Strategies.

Academic Suspension

Students on Academic Warning will be placed on Academic Suspension when their cumulative GPA continues to remain under 2.0. Individuals will be notified by email from the Registrar's Office and will not be permitted to take classes at the college for one semester (summer term does not count as a qualifying term for suspension purposes). Suspended students may submit a written appeal to the VP of Academics within 10 business days from the date of their suspension notification by the Registrar's Office.

Academic Probation

Students who successfully appeal their suspension will be placed on Academic Probation. Students who do not appeal may restart their coursework following a one-semester suspension by reapplying to the college, satisfying all Financial Aid Office requirements, and resolving any prior balances on their student accounts. Returning students will be placed on Academic Probation. During the Probation semester, students are required to meet with the Director of Student Success to develop an Academic Recovery Plan which must be approved by the VP of Academics.

Academic Status Chart

Standing	Term GPA	Cumulative GPA	New Standing
Good Standing		≥2.0	Good Standing
Good Standing	<2.0	≥2.0	Academic Alert
Good Standing		≥2.0	Academic Warning
Academic Alert	≥2.0	≥2.0	Good Standing
Academic Alert	<2.0	≥2.0	Academic Alert
Academic Alert		<2.0	Academic Warning
Academic Warning		≥2.0	Good Standing
Academic Warning		<2.0	Academic Suspension
Academic Probation		≥2.0	Good Standing
Academic Probation		<2.0*	Academic Suspension

* Unless the ARP permits more than one semester to regain Good Standing.

Academic Recovery Plan

An Academic Recovery Plan (ARP) is a written document by the student and the Director of Student Success. ARPs must be approved by the VP of Academics in order to be official. Plans may include

interventions such as tutoring, Student Success classes, regular meetings with the Director of Student Success, and enrollment limitations or conditions (e.g., retaking previously failed courses, etc.). The plan will also state the allowable amount of time (up to three semesters) a student may have to successfully regain academic Good Standing.

ADDITIONAL CONSIDERATIONS

Conditional Admittance

Incoming students (with less than 24 earned dual-enrollment college credits) whose high school cumulative GPA is below 2.5 and/or their ACT composite test score is below 18, will be conditionally admitted. The Admissions Office will notify the student and the Registrar, and the Registrar will communicate to the Director of Student Success. These students will be enrolled in the Student Success course and Private Study Skills & Strategies.

Transfer Students

Transfer students whose most recent college cumulative GPA is under 1.67 will be admitted on Academic Warning. The Admissions Office will notify the student and the Registrar, and the Registrar will communicate to the Director of Student Success. These students will be enrolled in the Student Success course and Private Study Skills & Strategies.

Re-Admit Students

Students desiring to return to the college may do so by following the college's re-admission processes, satisfying all Financial Aid Office requirements, and resolving any prior balances on their student accounts. Students who left the college on an Academic Warning will return on the same status. Students returning from Academic Suspension will be placed on Academic Probation.

Summer Term

The summer term will not factor into academic status determination. Thus, the summer will not result in a student being placed on, or removed from, an academic status. Students placed on Academic Suspension at the conclusion of the spring term may not enroll in summer term courses.

Registration & Schedule Changes

Planning a Schedule

Students may plan their schedule by consulting their advisor, their progress sheet, and the standard curriculum sequencing. Students must consider:

- Any prerequisites
- The level of the course
- The availability of the course
- The format of the course

Course Load

Enrollment Status is determined semester-to-semester and can change within a semester due to schedule changes. For online students, credit hours from both sessions within a semester are calculated.

Course Load

The standard semester course load is:

- Onsite Student: 15 credits
- Online Student: 12 credits
- Graduate Student:- 9 credits

Course Order

In their first two years, students enroll in Biblical/Theological Studies and general studies courses. Students begin their professional studies courses in their third year. Courses should be taken in the order listed for the program, as noted in the student's degree audit.

Pre-Registration

Students create their schedules for the upcoming term through preregistration. First-time, transfer and reactivating onsite students will be assigned an initial schedule depending on their academic records. Onsite students should contact the registrar to confirm or change their initial schedule. A student who first enrolls in the second semester will not be allowed to enroll in classes for which the first semester's work is prerequisite without permission of the instructor.

Pre-registration for returning onsite students occurs at the end of the previous semester and is opened in stages based on grade level so that upperclassmen may have first access to courses. Returning students must

visit the registrar to pre-register. Returning online students pre-register by emailing the Online Advisor.

Registration

Registration for returning students occurs at the end of the previous semester. Returning onsite students must visit the registrar or their advisor to register. Returning online students register by contacting the Online Advisor. Returning students must have any previous balance paid before they may register.

New onsite students may register on several occasions throughout the summer during designated registration dates. New online students must have completed the registration process one week before the beginning of the related orientation session. New online students who do not have financial aid in place seven days before the start of the orientation class will be dropped from the class and may start the online program during the next session, assuming payment has been received, or financial aid is in place.

Moberly and Extension Campus Registration

New students may register on several occasions throughout the summer, including during orientation weekend, and students are assigned a registration time by the Student Services Office.

Returning students may register during the designated registration period during each semester and summer. Returning students are responsible for arranging their registration times and completing registration by the deadline.

Online Registration

New online students must have completed the registration process one week before the beginning of the related orientation session. New online students who have not paid for the current session or do not have financial aid in place seven days before the start of the orientation class will be dropped from the class and may start the online program during the next session, assuming payment has been received or financial aid is in place.

All returning online students must have the appropriate registration materials completed three weeks before the first day of the course. Students are to make a payment at least seven days before the first day of the course (or have adequate financial aid in place) in order to remain registered for the class.

Students will be granted access to their current session courses upon completion of all enrollment requirements, including payment for the session/semester. If the student has not paid for the session/semester, or does not have adequate financial aid in place by the end of the Add/Drop date, the courses for the current session will be removed from their schedule.

Late Registration

No student shall be allowed to register after the add/drop period. Exceptions may be made by the registrar in rare cases involving uncontrollable circumstances.

Non-Attendance of Courses

Online students who do not begin the Orientation class will be dropped from all remaining courses. Students are expected to inform the registrar if they decide not to attend.

Schedule Change

To add, drop, or withdraw from a course, students must submit a schedule change form to the registrar who approves all schedule changes.

Adding a Course

Students may add in-seat courses to their schedule, subject to availability, until the add/drop date of the semester. Students may add online courses until 5 pm CDT on the Wednesday of the first week of an academic session.

Students may only add online courses during the second session of the semester if they are starting school at that time. Students are responsible for quickly securing their textbooks and for any missed work when adding a course.

Returning students are to register for each academic term during the appointed times. These students may not add additional second session courses unless they are already enrolled in 12 credit hours or more. They may switch or drop courses during any Add/Drop period

Dropping a Course

A course is considered dropped if the course is removed from a student's schedule before the add/drop date. It will not appear on the student's transcript and will not count as a course attempted in financial aid calculations. Any fees attached to a course

will be refunded, and any institutional aid will be reduced to match the student's enrollment status.

Withdrawing From a Course

A course is considered withdrawn if it is removed from a student's schedule after the Add/Drop deadline and before the withdrawal deadline. A withdrawn course will remain on the student's transcript with a grade of "W;" it does not affect the student's GPA but will affect the student's completion rate. The student will not receive any refund of any charge, nor will any institutional aid be reduced.

Withdrawing from a course after the withdrawal deadline is equivalent to failing the course. The student receives an "F" for the course and does not receive any refunds or reduced aid.

Administrative Withdrawal Policy

The VPA is authorized to approve administrative withdrawals for students experiencing significant medical or personal crises that substantially impair their ability to continue academic coursework. In such circumstances, the VPA may grant withdrawals that protect students from undue academic penalties. The VPA reserves the right to review and approve withdrawal requests based on individual circumstances, with discretion to assign a "W" grade even outside standard withdrawal periods. Students must submit a formal appeal with documentation explaining their situation within one week of notification.

Adding a Minor

Students may add a minor to a bachelor's degree in order to gain an additional area of specialization (within or outside of their major). Students may add/remove a minor at any time prior to graduating with their first bachelor's degree by submitting a degree change form to the Registrar. Minors may not be added after the first bachelor's degree requirements have been completed.

Withdraw Date

The last day to withdraw from a course is noted on the semester calendar. Students may withdraw from a course before that date and receive a grade of "W," which will not affect the GPA. It may however affect financial aid eligibility. The deadline for withdrawing from onsite courses is on Monday of the 11th week of the term at 5:00pm (CT). The deadline for withdrawing from online classes is on Monday of the 6th week of the

session at 5:00pm (CT). See Academic Calendar for specific dates.

Add/Drop Date

The add/drop date applies to all classes at Central and occurs at the end of drop/add periods (first business day of the second week of classes). Students who have not attended their classes (onsite or online) by 4:00pm (CT) on the add/drop date will be Administratively Dropped from individual courses or from the entire term. See the Academic Calendar for specific dates.

Requesting an Incomplete

If a course has a major assignment which has not been completed by the end of the course, a student may fill out a petition for incomplete form and ask the instructor for an incomplete grade. This request must be made by the last day of scheduled classes for the term. The student is charged a \$50 fee if approved for an incomplete. A grade of "I" is entered when grades are submitted and counts as a zero towards the student's semester GPA. Approved petitions allow work to be submitted within four weeks after the final exams. After that, all incomplete work receives a grade of zero and the final grade is calculated and included in the student's academic record.

Withdraw from School

Onsite Administrative Drop

Onsite administrative drop is triggered when a student is absent from their first week of class. Students will receive notification by the academics office that the course has been dropped from their schedule and the course will not appear on the student's transcript.

Onsite Administrative Withdrawal

Onsite administrative withdrawal is triggered when a student is absent from all of their courses for two consecutive weeks. Students will receive notification by the academics office after one week of consecutive absence in all their courses, and will be administratively withdrawn from all of their courses after two weeks of consecutive absence. Administrative withdrawal will result in the student receiving a W in all their courses and will trigger the procedures indicated in the onsite exit procedure policy.

Online Administrative Drop

Online administrative drop is triggered when a student does not demonstrate engagement, as defined in the online class attendance policy, during the first week of the course by the add/drop date. Students will receive notification by the academics office that the course has been dropped from their schedule and the course will not appear on the student's transcript.

Online Administrative Withdrawal

Online administrative withdrawal is triggered when a student does not demonstrate course engagement, as defined in the online class attendance policy, for two consecutive or cumulative weeks prior to the end of the withdrawal period (end of the 5th week of the online session). Attendance will be taken every Monday based on the preceding seven days (Mon-Sun) and if a student does not demonstrate course engagement during that period of time, they will be counted as absent. Online administrative withdrawal will result in the student receiving a W in the individual course they were withdrawn from.

Leave of Absence

A Leave of Absence (LOA) allows students to return and complete a degree after one or two semesters away from Central. LOA applications are available in the academic services office and on Central's website. An approved LOA may last up to two consecutive semesters.

In order to receive an LOA, the following criteria are required:

- The student must have a CGPA of 2.00.
- The student must have all bills paid to Central.
- The student must be registered the semester immediately preceding the request for the LOA.
- The student must have no pending disciplinary action (dismissal, suspension, or probation).
- The student must submit documentation for an extended Field Education Experience, Medical LOA, or approved studies at another institution.
- The student may only apply for an LOA prior to the first semester in which the LOA would apply.

Results of a leave of absence:

- The student is allowed to pre-register for the next semester's classes as if currently enrolled as a student.
- The LOA is an academic leave of absence. For federal student aid purposes, students will be withdrawn from school and a Return of Title IV funds calculation will be completed if a student leaves in the middle of a semester. Exit counseling will be completed with the student or exit counseling information will be sent to the student if they are not available for a one on one interview.
- The student will withdraw from Central.

Degree Planning

Catalog Year

Students who have an enrollment lapse of one semester or more may be graduated under the catalog in which they initially enrolled if they can complete the requirements within one year of the date their class would have been graduated. Otherwise, reactivating students will be required to complete the degree requirements of the current catalog at the time they re-enroll.

Students who change programs during continuous enrollment may have to change catalog years due to course availability and/or credit transfer. The registrar will determine the best option and make the final decision.

Making Degree or Program Changes

Students may change their undergraduate program by submitting a change of program form to the registrar. Program changes may impact financial aid, contact the financial aid office for more information. Students should seek the advice of their advisor and/or the VPA before changing.

Adding Minors or Associates

Students may add one minor to a BA or a BS degree with the requirement of 15 additional credits. A student graduating with BA or BS degree and a minor will have 135 hours. One minor may be added to a BRS degree with the requirement of at least 6 additional credits; nine credits of the minor may be completed as part of the student's BRS requirements. A student graduating with BRS degree and a minor will have from 126-135 hours.

With the exception of the BRS degree, a course may not be counted for both the minor and the major. A course substitution may be approved in cases where there are overlapping requirements. A minor may be added after the student has reached 60 credits of progress towards a bachelor's degree.

A minor may not be added after bachelor degree requirements are completed. Students must submit a form to the registrar to add the minor. A student must maintain a 2.00 CGPA in order to continue participating in a minor. Students are not required to take an additional SME beyond what is included in their major. Students may drop a minor by submitting a change of program form to the registrar.

Graduation Requirements

To be approved for graduation through the Registrar's Office, students must meet the following requirements.

- Complete all academic requirements as outlined in the Central catalog at the time of initial enrollment (unless students otherwise choose to complete catalog requirements in subsequent academic years after initial enrollment).
- Students must earn at least 25% of the required credits for a bachelor's or associate's degree, or at least 50% of the required credits for a master's degree, through Central.
- Earn a minimum of 30 credit hours at the upper division for bachelor degree recipients.
- Earn a minimum institutional CGPA of 2.00 for undergraduate degrees or 3.00 for graduate degrees.
- Demonstrate compliance with the college's requirements for ministry formation and character development.
- Submit an intent to graduate form to the Registrar's Office by the following deadlines:
 - December Graduation: September 1
 - May Graduation: November 1
 - August Graduation: May 1

Central holds one Commencement for all campuses in the spring following final examinations. Graduates are recognized for their completed degrees in a public ceremony. A student may participate in the commencement ceremony with up to 6 credit hours uncompleted, so long as they have a verified plan with the Registrar's Office that can be completed by the end of the following fall term. This includes Supervised Ministry Experience, independent studies, online courses, all official transcripts received from previously attended colleges, and passing all courses taken in the final semester. Diplomas are only released when all

graduation requirements are complete and payment of all financial accounts due Central has been made.

Academic Services

Academic Advising

Central provides academic advising services to all students, helping them make informed decisions, maximize their educational experience, and stay on track for timely graduation.

Residential	Registrar
Online	Director of Student Success
Graduate	Dean of the Russell School of Ministry

Library

The library provides informational and instructional resources and services to meet the educational, research, professional, and personal enrichment needs of the Central community. To accomplish this endeavor, the library lists resources on its website (<https://cccb.edu/academics/library>), provides access to multiple electronic resources including but not limited to ebook collections and journal databases, and provides physical resources and study spaces at its three locations. Below is a list of Central's libraries, their locations, and some resources available at each location.

- Reese Resource Center Library (Moberly, MO): books, periodicals, audio-visual materials, a collection of rare books, computers for patron use, a collection of missionary newsletters, displays of ancient coins and replicas of archaeological discoveries, the Learning Center, and professor offices.
- Elliott Library & Museum (Florence, KY): books from Cincinnati Christian University library, a rare books collection, Restoration Movement archives and display, a missionary display, rubbings from Dr. Ward Patterson, a display of ancient coins from Dr. Wayne Lowen, archeological exhibits for Dr. Wilkie Winter and Dr. Reuben G. Bullard, a display of

materials from Dr. Mark Ziese, and replicas of important archaeological discoveries.

- McCaslin Library (St. Louis, MO): books from St. Louis Christian College library including a collection of books written by former St. Louis Christian College faculty and staff.

Student Success

Central is committed to helping every student achieve academic success and to be equipped for Kingdom service. To assist in that, Central provides academic assistance through the Learning Center and the Student Success Program. Students who are in the Student Success program will meet with the Director of Student Success to determine how to best utilize these services.

Student Success

Student Success is an academic support program whose aim is to assist students to seek or maintain academic health. The program consists of four different components; Private Tutoring, Individual Accountability, the Student Success class, and the Learning Center. Participation in the Student Success program is required for conditionally admitted students, and students who are on Warning or Probation status.

Private Tutoring

Students who are in the Private Tutoring program will be assigned a personal tutor by the Director of Student Success. The student and tutor are expected to meet one (1) hour a week for direct assistance in homework, test preparation, development of schedule and study strategies. Attendance is kept for Private Tutoring. Students in Private Tutoring are required to attend that session and study for one (1) additional hour in the library or Learning Center per week.

Individual Accountability

Students who do not have difficulty doing the assignments, but need an accountability person to regularly check their progress may be put in the Individual Accountability program. Students in this program meet once a week or more with the Director of Student Success to ascertain academic progress and health. Consistency regarding turning in assignments and test taking are stressed in this program.

The Student Success Class

Students who are in the Student Success program will be registered for the Student Success class. This is a non-credit class that meets twice a week. It is offered each semester and is taught by the Director of Student Success. This class will stress study and organizational skills. This class may also spend time focusing on particular classes or assignments.

The Learning Center

The learning Center is found in the Reese Resource Building. It is a place dedicated for students to come and study and/or work on homework. It is staffed by a tutor or the Director of Student Success and is open each weekday. Hours of operation may vary and are announced at the beginning of each semester.

Academic Accommodations

Central is committed to full compliance with all laws regarding equal opportunity for students with disabilities. Students, faculty, and administration all play a role in ensuring that reasonable and appropriate accommodations are provided in a timely and effective manner. Student requests and accommodations are handled in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The link to the Accommodations page is <https://cccb.edu/academics/disability-services>

Undergraduate Academic Programs

Areas of Study

Undergraduate Areas of Study

Central's undergraduate program divides its curriculum into three areas, each of which contributes to the success of the others: Biblical/Theological Studies, General Studies, and Professional Studies.

Biblical/Theological Studies

In order to serve our mission and vision, we help students grow in their knowledge and skills for understanding and applying the teachings of the Bible in a variety of contexts. Graduates have a strong

foundational knowledge of the content of Scripture, utilize sound principles of biblical interpretation, gain contemporary skills for ministry, and apply the knowledge, principles, and skills learned in their personal and professional lives.

General Studies

Students equipped to interact with the global society need to have knowledge and understanding of common areas of study. General studies courses inform the student intellectually, providing knowledge, the ability to gain knowledge, and the ability to think critically. They inform the student practically, providing knowledge regarding communication, literature, and social science. They inform the student globally, providing knowledge concerning cultures and worldviews. General studies courses equip students to understand the liberal arts from a Christian worldview.

Professional Studies

A servant-leader is informed, inquisitive, creative, and skilled. Professional studies courses take students on a journey from introducing various ministries as a profession to the concepts, attitudes, and skills that will help them be effective in their chosen field. Professional studies courses equip students for discipleship and entry-level vocational ministry..

College Learning Outcomes

1. Students will integrate their ability to think critically, respond to their audience, and produce well-organized, research-based, and cohesive oral and written communication.
2. Students will develop an understanding of their own and others' cultural contexts and will engage ethically and respectfully with these cultures.
3. Students will think logically and analytically to solve real-world problems.
4. Students will apply discipline-specific knowledge to explain the key factors that shape individuals, families, social institutions, and processes that shape human behavior and interactions.
5. Students will know the general content of the Bible, affirm its authority and veracity, and apply biblical teaching for Christian faith and practice.

6. Students will grow in Christlikeness, by practicing spiritual disciplines and nurturing spiritual maturity in themselves and others.
7. Students will articulate God's mission, the church's role within it, and the vocation of all believers in service to God's kingdom.

Baccalaureate Degrees

A bachelor's degree is the recognition one receives for four years of work in a specific area of study. A bachelor's degree equips students for full-time work in an entry level or higher position in the workforce.

Bachelor of Arts

The Bachelor of Arts (BA) degree contains an undergraduate curriculum of 120 credits that includes both a Bible emphasis and a ministry major. This degree is designed to enable students to engage in Biblical/Theological Studies at the highest level to emphasize Bible teaching in their leadership ministry. It typically requires four years of full-time study to graduate.

Associate's Degrees

An associate degree is the recognition one receives for two years of work in introductory areas of study. An associate degree equips students for part-time work in an entry-level position in the local congregation or community. Associate degrees give students an introduction to Biblical/Theological Studies along with another emphasis in two years of study. Students may continue their education at Central or elsewhere in pursuit of a bachelor's degree. Central offers the following associate degrees:

Areas of Study

Associate of Arts in General Studies

The Associate of Arts in General Studies is a sixty hour degree that features twenty hours of Bible/Theology, thirty-seven hours of General Studies, and three hours of a practical ministry class. The number of classes in General Studies makes this degree one of Central's most transferable degrees. It is unique in that it mirrors many other Associate of Arts degrees across the state of Missouri while it retains the Central imprint with twenty hours of Bible and Theology. A student obtaining this degree has options that include:

- Transferring to another institution that accepts our degree and pursuing a bachelor's degree
- Remaining at Central and completing a bachelor's degree program (all hours of the AAGS go into a Central bachelors program)
- Pursuing employment in either the marketplace and the church with a recognized higher education credential
- Serving as a trained and equipped volunteer in church

General Studies

Communications

Course Code	Title	Credits
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Humanities/Fine Arts

Course Code	Title	Credits
PHI 210	Worldviews and Ethics	3
	Humanities Fine Arts Elective	3

Math/Natural Science

Course Code	Title	Credits
	Math Elective	3
	Natural Science Elective (with lab)	4

Social/Behavior Science

Course Code	Title	Credits
PSY 101	Introduction to Psychology	3
	American Studies Elective	3
	Global Studies Elective	3

General Studies

Course Code	Title	Credits
	General Studies Elective	3
	General Studies Elective	3

Biblical/Theological Studies

Course Code	Title	Credits
BBS 101	Discovering the Bible	3

BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
BBS 201	Interpreting the Bible (PR: BBS 101)	3
BTH 202	Basic Christian Doctrines	3

Christian Formation

Course Code	Title	Credits
CFM 101	Christian Formation	3
CFM 201	Principles of Disciple-Making	2
Total Hours		60

Ministry Electives

		Credits
Ministry Area Elective (any 100-300 MS course)		3

Associate of Arts in General Studies Degree Sequence

Year 1	FALL	
COM 101	COM 101 Fundamentals of Communication	3
ENG 101	ENG 101 English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 1	SPRING	
ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2	FALL	
	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	3
	Ministry Area Elective (any 100-300 MS course)	2
		15

Year 2	SPRING	
PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
	General Studies Elective 1	3
	General Studies Elective 2	3
BTH 202	Basic Christian Doctrines	3
		15

Bachelor of Arts Core Curriculum

GENERAL STUDIES

Communications

Course Code	Title	Credits
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
TOTAL		9

Humanities/Fine Arts

Course Code	Title	Credits
PHI 210	Worldviews and Ethics	3
	Humanities Fine Arts Elective	3
TOTAL		6

Math/Natural Science

Course Code	Title	Credits
	Math Elective	3
	Natural Science Elective (with lab)	4
TOTAL		7

Social/Behavior Science

Course Code	Title	Credits
PSY 101	Introduction to Psychology	3
HIS 301	Modern Church History	3
	American Studies Elective	3
	Global Studies Elective	3
TOTAL		12

General Studies

Course Code	Title	Credits
	General Studies Elective	3
TOTAL		3

BIBLICAL/THEOLOGICAL STUDIES

Bible and Theology

Course Code	Title	Credits
BBS 101	Discovering the Bible	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
BBS 201	Interpreting the Bible (PR: BBS 101)	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
BNT 300	Acts (PR: BBS 201)	3
BTH 303	Mission of God (PR: BBS 201 & BTH 202)	3
BNT 305	General Epistles (PR: BBS 201)	3
	Gospels Elective (PR: BBS 201)	3
BOT 401	OT Prophets & Poetry (PR: BBS 201 & BOT 103 or 201)	3
BTH 401	Pauline Theology (PR: BBS 201 & BTH 202)	3
	Bible/Theology Electives (any upper division Bible/Theology, GRK, or HEB)*	3
	Bible/Theology Electives (any upper division Bible/Theology, GRK, or HEB)*	3
TOTAL		42

Christian Formation

Course Code	Title	Credits
CFM 101	Christian Formation	3
CFM 201	Principles of Disciple-Making	2
TOTAL		5

PROFESSIONAL STUDIES (i.e., "major"/"program")

Pick one major:

Bible and Theology
Christian Counseling
Integrated Studies* (requires a 42 hour major)
Ministry Studies

BACHELOR OF ARTS TOTAL	120
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Bachelor of Arts Degree Sequence

Year 1	FALL	
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2	FALL	
	Humanities/Fine Arts Elective	3
	Natural Science Elective (with lab)	4
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3	FALL	
BNT 300	Acts	3
BNT 305	General Epistles	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 4	FALL	
BTH 303	Mission of God	3
	Gospels Elective	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 1	SPRING	
ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2	SPRING	
PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
		15

Year 3	SPRING	
BOT 401	OT Prophets and Poetry	3
	Bible/Theology Elective 1	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 4	SPRING	
	Bible/Theology Elective 2	3
BTH 401	Pauline Theology	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Ministry Studies

The Bachelor of Arts in Ministry Studies equips students for a wide variety of careers in local church ministry, parachurch ministry, educational settings, and non-profit organizations. Students gain skills in communication, administration, and leadership that have wide applications. Students also gain specific skills in the area of emphasis that they choose.

Careers

NextGen Emphasis

Student Minister
Children's Minister
Camp Director
Cross-Cultural Student Minister
Substitute Teacher
Preschool Teacher
Education Minister
Preparation for Public or Private School Teacher

Preaching Emphasis

Preacher
Associate Minister
Executive or Administrative Leader
Church Planter
Teaching Minister
College Campus Minister
Community Developer
Prison Ministry
Parachurch Ministry

Program Objectives

1. Graduates will demonstrate relevant communication of God's message for evangelism and edification.
2. Graduates will demonstrate fundamental skills in the leadership of God's people.
3. Graduates will demonstrate skill in a variety of ministry practice.

Career Field

Course Code	Title	Credits
MSGM 101	Introduction to Ministries	3
MSPR 201	Biblical Communication	3
MSLD 202	Ministry Leadership	3
MSLD 203	Ministry Administration	3
CCO 202	Pastoral Counseling	3
MSGM 301	Ministry and Diversity	3
	Ministry Elective	3

Career Experience

Course Code	Title	Credits
MSGM 391	Supervised Ministry Experience	3
<i>Or additional</i>		
MSGM 392	Ministry Experience Elective	3
		3-6

Career Emphasis: General Ministry

Course Code	Title	Credits
	Emphasis Elective 1	3
	Emphasis Elective 2	3
	Emphasis Elective 3	3
	Emphasis Elective 4	3
<i>or</i>	General Ministry Elective 4 (or MSGM 392 Ministry Experience Elective)	3

Career Emphasis: NextGen Ministry

Course Code	Title	Credits
MSNG 311	Youth Ministry	3
MSNG 312	Children's Ministry	3
MSCE 312	Creative Teaching	3
CCO 311	Child & Adolescent Counseling	3
<i>or</i>		
MSGM 392	Ministry Experience Elective	3

Career Emphasis: Preaching Ministry

Course Code	Title	Credits
MSPR 311	Delivering the Message	3
MSLD 312	Local Church Leadership	3
MSPR 313	Interpreting Scripture for Preaching & Teaching	3
MSPR 411	Preaching Leadership Seminar	3
<i>or</i>		
MSGM 392	Ministry Experience Elective	3

Degree Sequence

General Ministry

Year 1	FALL	
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2	FALL	
	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3	FALL	
BNT 300	Acts	3
BNT 305	General Epistles	3
MSGM 101	Introduction to Ministries	3
MSPR 201	Biblical Communication	3
MSLD 202	Ministry Leadership	3
		15

Year 4	FALL	
BTH 303	Mission of God	3
	Gospels Elective	3
MSGM 301	Ministry and Diversity	3
	General Ministry Elective 1	3
	General Ministry Elective 2 or MSGM 392	3
		15

Year 1	SPRING	
ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2	SPRING	
PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
		15

Year 3	SPRING	
BOT 401	OT Prophets and Poetry	3
	Bible/Theology Elective 1	3
MSLD 203	Ministry Administration	3
CCO 202	Pastoral Counseling	3
	Ministry Elective	3
		15

Year 4	SPRING	
	Bible/Theology Elective 2	3
BTH 401	Pauline Theology	3
	General Ministry Elective 3	3
	General Ministry Elective 4	3
	MSGM 391 or an additional MSGM 392	3
		15

Degree Sequence

NextGen Ministry

Year 1 FALL

COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2 FALL

	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3 FALL

BNT 300	Acts	3
BNT 305	General Epistles	3
MSGM 101	Introduction to Ministries	3
MSPR 201	Biblical Communication	3
MSLD 202	Ministry Leadership	3
		15

Year 4 FALL

BTH 303	Mission of God	3
	Gospels Elective	3
MSGM 301	Ministry and Diversity	3
MSCE 312	Creative Teaching	3
	MSGM 391 or MSGM 392	3
		15

Year 1 SPRING

ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2 SPRING

PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 202	Kingship to Captivity	3
		15

Year 3 SPRING

BOT 401	OT Prophets and Poetry	3
	Bible/Theology Elective 1	3
MSLD 203	Ministry Administration	3
CCO 202	Pastoral Counseling	3
NXG 311	Youth Ministry	3
		15

Year 4 SPRING

	Bible/Theology Elective 2	3
BTH 401	Pauline Theology	3
MSNG 312	Children's Ministry	3
CCO 311	Child and Adolescent Counseling	3
	Ministry Elective	3
		15

Degree Sequence

Preaching

Year 1	FALL	
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2	FALL	
	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3	FALL	
BNT 300	Acts	3
BNT 305	General Epistles	3
MSGM 101	Introduction to Ministries	3
MSPR 201	Biblical Communication	3
MSLD 202	Ministry Leadership	3
		15

Year 4	FALL	
BTH 303	Mission of God	3
	Gospels Elective	3
MSGM 301	Ministry and Diversity	3
MSLD 312	Local Church Ministry	3
	MSGM 391 or MSGM 392	3
		15

Year 1	SPRING	
ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2	SPRING	
PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
		15

Year 3	SPRING	
BOT 401	OT Prophets and Poetry	3
	Bible/Theology Elective 1	3
MSLD 203	Ministry Administration	3
CCO 202	Pastoral Counseling	3
PCH 311	Delivering the Message	3
		15

Year 4	SPRING	
	Bible/Theology Elective 2	3
BTH 401	Pauline Theology	3
MSPR 313	Interpreting Scripture for Preaching and Teaching	3
MSPR 411	Preaching Leadership Seminar	3
	Ministry Elective	3
		15

Bible & Theology

The Bachelor of Arts in Bible and Theology is a four-year program designed to give additional instruction in Bible and Theology beyond the Bible Core required for other degrees. While it can be a final degree for many students, the Bible and Theology major is designed to transition well into any future seminary program.

Careers*

1. Preaching Ministry
2. Professor
3. Christian Writer/Researcher
4. Missions
5. Bible Translation
6. Chaplaincy

*Some require additional degrees and training

Program Objectives

1. Exegete scripture with respect to its historical, cultural, and literary context with foundational abilities in original languages.
2. Articulate theological categories and how they arise from the biblical text.
3. Demonstrate preparation for graduate training through the completion of a substantive capstone project

Career Field

Course Code	Title	Credits
GRK 301	Greek I	3
GRK 302	Greek II	3
HEB 301	Hebrew I	3
HEB 302	Hebrew II	3
BTH 313	Contemporary Theological Issues	3
BTH 342	Apologetics	3
BBS 301	Bible Backgrounds	3

Career Emphasis: General Ministry

Course Code	Title	Credits
BNT 419	New Testament Prophecy	3
BOT 402	Old Testament Exegesis	3
	Biblical/Theological Electives	3
	Biblical/Theological Electives	3

Career Experience

Course Code	Title	Credits
BBS 402	Bible and Theology Capstone	3

Bible & Theology Degree Sequence

Year 1	FALL	
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2	FALL	
	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3	FALL	
BNT 300	Acts	3
BNT 305	General Epistles	3
GRK 301	Greek I	3
BTH 313	Contemporary Theological Issues	3
BTH 342	Apologetics	2
		15

Year 4	FALL	
BTH 303	Mission of God	3
	Gospels Elective	3
HEB 301	Hebrew I	3
	Bible and Theology Major Elective 1	3
BOT 402	Old Testament Exegesis	3
		15

Year 1	SPRING	
ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2	SPRING	
PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
		15

Year 3	SPRING	
BOT 401	OT Prophets and Poetry	3
	Bible/Theology Elective 1	3
GRK 302	Greek II	3
BBS 301	Bible Backgrounds	3
BNT 419	New Testament Prophecy	3
		15

Year 4	SPRING	
	Bible/Theology Elective 2	3
BTH 401	Pauline Theology	3
HEB 302	Hebrew II	3
	Bible/Theology Major Elective 2	3
BBS 402	Bible and Theology Capstone	3
		15

Christian Counseling

The Christian Counseling program equips students with a biblical foundation and an integrative approach to psychology and counseling. Students gain skills in counseling and can explore areas such as substance use, child and adolescent counseling, marriage and family, and crisis care. Graduates are prepared for roles in the church, social services, or further study at the graduate level.

Careers

1. Case manager (government, Non-for profit, etc)
2. Crisis/Behavioral interventionist
3. Probation or Parole officer
4. Skills coach
5. Human Resources Specialist
6. Victim Advocate
7. Peer Support Specialist
8. Pastoral Care Minister
9. Community outreach Coordinator
10. Counselor/Psychologist with graduate degree

Program Objectives

1. Demonstrate competency in foundational counseling skills, ethical decision-making, and cultural awareness in pastoral and/or clinical settings.
2. Integrate a Christian worldview into multiple Pastoral Care or Counseling related vocations.
3. Assess individuals based on a comprehensive biopsychosocial model.

Bachelor of Arts in Christian Counseling

General Studies Requirements

Course Code	Title	Credits
MAT 101	Statistical Reasoning	3
PSY 101	Introduction to Psychology	3

Career Field

Course Code	Title	Credits
CCO 201	Community Health	3
PSY 201	Human Growth and Development	3
CCO 202	Pastoral Counseling	3
CCO 301	Counseling and Interviewing Skills	3
CCO 302	Introduction to Counseling Theories	3
PSY 401	Abnormal Psychology	3
CCO 401	Multicultural Counseling	3

Career Emphasis

Course Code	Title	Credits
<i>Select three</i>		
CCO 311	Child and Adolescent Counseling	3
CCO 312	Crisis Counseling	3
CCO 313	Marriage and Family Counseling	3
CCO 314	Substance Use Counseling	3
CCO 411	Human Sexuality	3
<i>Select three</i>		
CCO 241	Christian Counseling Seminar	1
CCO 242	Christian Psychology Seminar	1
CCO 243	Mental Health and Substance Use First Aid	1
CCO 244	Suicide Intervention Seminar	1
CCO 441	Play Therapy Seminar	1

Career Experience

Course Code	Title	Credits
CCO 391	Counseling Practicum I	1
CCO 392	Counseling Practicum II	1
CCO 491	Counseling Internship	1

Christian Counseling Degree Sequence

Year 1 FALL

COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2 FALL

	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3 FALL

BNT 300	Acts	3
BNT 305	General Epistles	3
PSY 201	Human Growth and Development	3
CCO 302	Introduction to Counseling Theories	3
	Counseling Seminar Elective 1	1
CCO 391	Counseling Practicum 1	1
		14

Year 4 FALL

BTH 303	Mission of God	3
	Gospels Elective	3
PSY 401	Abnormal Psychology	3
	Counseling Elective 1	3
CCO 401	Multicultural Counseling	3
CCO 491	Counseling Internship	1
		16

Year 1 SPRING

ENG 102	English Composition II	3
MAT 101	Statistical Reasoning	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2 SPRING

PHI 210	Worldviews and Ethics	3
CCO 201	Community Health	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
		15

Year 3 SPRING

BOT 401	OT Prophets and Poetry	3
	Bible/Theology Elective 1	3
CCO 301	Counseling and Interviewing Skills	3
CCO 202	Pastoral Counseling	3
CCO 392	Counseling Practicum 2	1
	Counseling Seminar Elective 2	1
	Counseling Seminar Elective 3	1
		15

Year 4 SPRING

	Bible/Theology Elective 2	3
BTH 401	Pauline Theology	3
	Counseling Elective 2	3
	Counseling Elective 3	3
	Global Studies Elective	3
		15

Integrated Studies

The Bachelor of Arts in Integrated Studies is a 120 hour degree that combines work at Central Christian College of the Bible and a partnership school. The degree contains forty-one (41) hours of Bible/Theological Studies, thirty-seven (37) hours of General Studies, and forty-two (42) hours of Professional Studies (which are the courses from the partnership institution).

Our current (2025-2026) partnership school is Indiana Wesleyan University. We offer a degree in Integrated Studies from Central and a Bachelor of Science in Business, Communication, IT, Criminal Justice, Early Childhood Education, Health Science, and Leadership. An Integrated Studies degree allows the student the opportunity to earn two bachelor's degrees in four years.

Careers include...

Business
Human Resources
Accounting
Ministry in a Local Church

Ministry in a Parachurch organization
Working in an Information Technology job
Preparation for working with law enforcement
Preschool teacher
Director of a Nursing Home facility

Program Objectives

1. Articulate how biblical principles inform ethical decision-making and professional practices.
2. Apply integrated knowledge to address real-world challenges in one's field.

Bachelor of Arts in Integrated Studies

General Studies

Communications

Course Code	Title	Credits
COM 101	Fundamentals of Communication	3.00
ENG 101	English Composition I	3.00
ENG 102	English Composition II	3.00

Humanities/Fine Arts

Course Code	Title	Credits
PHI 210	Worldviews & Ethics	3
	Humanities/Fine Arts Elective	3

Natural Science/Mathematics

Course Code	Title	Credits
	Math Elective	3
	Natural Science Elective (with lab)	4

Social/Behavior Sciences

Course Code	Title	Credits
PSY 101	Introduction to Psychology	3
HIS 301	Modern Church History	3
	American Studies Elective	3
	Global Studies Elective	3

Bible and Theology

Course Code	Title	Credits
BBS 101	Discovering the Bible	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
BBS 201	Interpreting the Bible (PR: BBS 101)	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
BNT 300	Acts (PR: BBS 201)	3
BTH 303	Mission of God (PR: BBS 201 & BTH 202)	3
BNT 305	General Epistles (PR: BBS 201)	3
	Gospels Elective (PR: BBS 201)	3
BOT 401	OT Prophets & Poetry (PR: BBS 201 & BOT 103 or 201)	3
BTH 401	Pauline Theology (PR: BBS 201 & BTH 202)	3

Christian Formation

Course Code	Title	Credits
CFM 101	Christian Formation	3
CFM 201	Principles of Disciple-Making	2
TOTAL		5

Integrated Studies

<i>Career Courses from Indiana Wesleyan University</i>	42
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Integrated Studies

Degree Sequence

General Ministry

Year 1	FALL	
COM 101	Fundamentals of Communication	3
ENG 101	English Composition I	3
	American Studies Elective	3
BBS 101	Discovering the Bible	3
CFM 101	Christian Formation	3
		15

Year 2	FALL	
	Natural Science Elective (with lab)	4
	Humanities/Fine Arts Elective	3
	General Studies Elective 1	3
BBS 201	Interpreting the Bible	3
CFM 201	Principles of Disciple-Making	2
		15

Year 3	FALL	
BNT 300	Acts	3
BNT 305	General Epistles	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 4	FALL	
BTH 303	Mission of God	3
	Gospels Elective	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 1	SPRING	
ENG 102	English Composition II	3
	Math Elective	3
PSY 101	Introduction to Psychology	3
BOT 103	Creation to Kingship	3
BNT 102	Life and Message of Jesus	3
		15

Year 2	SPRING	
PHI 210	Worldviews and Ethics	3
	Global Studies Elective	3
HIS 301	Modern Church History	3
BTH 202	Basic Christian Doctrines	3
BOT 201	Kingship to Captivity	3
		15

Year 3	SPRING	
BOT 401	OT Prophets and Poetry	3
	Major Course	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 4	SPRING	
BTH 401	Pauline Theology	3
	Major Course	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Two Year Bachelor of Arts

Students who have earned an approved associate degree (AA or AS), or its equivalence of 60 or more credit hours from an accredited college or university may be granted advanced standing toward a BA from Central (in Bible and Theology, Christian Counseling, or Ministry Studies). The BA in Integrated Studies is not eligible for this two-year completion option. Students must meet all admissions criteria and have earned a minimum of 30 credit hours in General Studies with at least one course from each of the following: Communications, Humanities/Fine Arts, Math/ Natural Sciences, and Social/Behavioral Sciences.

GENERAL STUDIES

Communications

	Credits
<i>One lower division course within earned degree</i>	0

Humanities/Fine Arts

	Credits
<i>One lower division course within earned degree</i>	0

Math/Natural Science

	Credits
<i>One lower division course within earned degree</i>	0

Social/Behavior Science

Title	Credits
<i>One lower division course within earned degree</i>	0
HIS 301 Modern Church History	3
Earned Associates Degree	60

BIBLICAL/THEOLOGICAL STUDIES

Bible and Theology

Course Code	Title	Credits
	BOT 103 Creation to Kingship or BOT 201 Kingship to Captivity	3
	BBS 201 Interpreting the Bible	3
BTH 202	Basic Christian Doctrines	3
BNT 300	Acts (PR: BBS 201)	3
	Gospels Elective (PR: BBS 201)	3
BTH 401	Pauline Theology (PR: BBS 201 & BTH 202)	3
TOTAL		18

Christian Formation

Course Code	Title	Credits
CFM 101	Christian Formation	3
TOTAL		3

PROFESSIONAL STUDIES (i.e., "major"/"program")

Pick one major:

Bible and Theology
Christian Counseling
Ministry Studies

BACHELOR OF ARTS TOTAL	120
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Two Year Bachelor of Arts

Degree Sequence

Communications

Year 1	FALL	
BBS 201	Interpreting the Bible	3
CFM 101	Christian Formation	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 1	SPRING	
	BOT 103 or BOT 201	3
BTH 203	Basic Christian Doctrines	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 2	FALL	
BNT 300	Acts	3
	Gospels Elective	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Year 2	SPRING	
BTH 401	Pauline Theology	3
HIS 301	Modern Church History	3
	Major Course	3
	Major Course	3
	Major Course	3
		15

Minors

Christian Education Minor with ABCTE Track

Course Code	Title	Credits
	Philosophy of Education	3
	Creative Teaching	3
	Advanced Communications: Lessons	3
	Human Growth and Development	3
	ABCTE- Professional Skills	3
	ABCTE-Content Area	3
		18

Cross-Cultural Minor

Course Code	Title	Credits
	History of Missions	3
	Cross-Cultural Methods and Strategies	3
	Introduction to World Religions	3
	Foundations of World Missions	3
	Cross-cultural Communication	3
		15

Pastoral Care Minor

Course Code	Title	Credits
	Marriage and Family Counseling	3
	Mental Health and Substance Use First Aid	1
	Pastoral Counseling	3
	Christian Counseling Seminar	1
	Trauma-Informed Ministry	1
	Pastoral Care Observation	1
	Pastoral Care Practicum	1
	Pastoral Care Internship	1
	Ethics in Pastoral Care	2
	Suicide Intervention Seminar	1
		15

New Testament Minor

Course Code	Title	Credits
	Bible Backgrounds	3
	Advanced Hermeneutics	3
	Introduction to World Religions	3
	Foundations of World Missions	3
	Cross-cultural Communication	3
<i>Choose 3</i>		
	New Testament Prophecy	3
	1 & 2 Corinthians	3
	Gospels Elective	3
	Pastoral Epistles	3
	Romans	3
	Hebrews	3
	Prison Epistles	3
		15

Biblical Languages Minor

Course Code	Title	Credits
	Greek I	3
	Greek II	3
	Hebrew I	3
	Hebrew II	3
<i>Choose 1</i>		
	Greek Exegesis	3
	Hebrew Exegesis	3
		15



Graduate Studies

Russell School of Ministry

The Russell School of Ministry (RSM), a division of Central, is dedicated to equipping future church leaders with advanced biblical and theological knowledge. Our program emphasizes practical, applicable skills for ministry in today's cultural context, focusing on the local church's mission.

Named after John and Bob Russell, whose legacy of service inspires our work, the school continues their commitment to preparing individuals for impactful ministry. At the core of our mission is the goal of educating biblical servants for a faithful life of Kingdom ministry.

By combining academic rigor with hands-on experience, we aim to produce graduates who are well-prepared to lead and serve in various ministry contexts and meet the growing needs of the church and society.

Graduate Program Learning Outcomes

Central has identified the following statements as Learning Objectives for the Graduate program:

- 1. Biblical Integration:** Students will demonstrate knowledge of biblical and theological foundations and apply scriptural guidance to modern ministry contexts.
- 2. Ministry Leadership:** Students will apply advanced leadership skills in the context of ministry.
- 3. Ethical Integrity:** Students will demonstrate ethical integrity in personal, research, academic, and ministry contexts.

Master of Arts in Ministry Leadership

Graduate studies build on the education students have already received, and the experience they have already gleaned. The Master of Arts (MA) is a degree that requires integration: the integration of theology/Bible, pastoral studies, and the student's own ministry. The academic rigor of the program is greater than undergraduate education both in terms of expectations on preparations and assignments. The curriculum is indeed more integrated and requires a personal element of theological and pastoral reflection on the content of instruction. Likewise, the curriculum is not only comprised of more focused content, but the processing of the content requires more significant engagement of the information both cognitively and affectively, ultimately applying itself to how the student does ministry in his or her congregation.

An intentional aspect of Central's approach to graduate studies includes the formation of a network of resources. This is accomplished by engaging the personnel associated with partner organizations and individuals actively engaged in diverse disciplines in ministry, which adds not only to the learning experience in the classroom, but also outside the classroom. The MA degree includes four required in-seat and/or remote classes, with the rest taken online.

The Master of Arts in Ministry Leadership trains and prepares graduate students to develop in their personal leadership skills and pastoral framework. It is designed for recent college graduates, current ministers, and adults with a bachelor's degree considering a career change. A student in this program will develop their personal leadership skills, be equipped to lead congregations toward health, and be capable of forming personal and pastoral development

plans for their teams. Career options include leader in a church, community, or social service agency, executive, manager, or director in nonprofit and for-profit organizations, leader of a parachurch organization or missions agency, or a missionary serving in a country.

Masters of Arts in Ministry Leadership

Core

Course Code	Title	Credits
MML 610	Dynamics of a Healthy Congregation	3.00
MML 620	The Disciple-Making Minister	3.00
MML 630	Professional and Team Development	3.00
MML 640	Change and Conflict Management	3.00
MML 750	Leadership Mentoring Experience	3.00
MML 820	Ephesians for Ministry	3.00
MML 864	Capstone in Ministry Leadership	3.00

Concentrations

There are 2 concentrations:

- Leadership
- Preaching

Choose 5 of the courses below

Course Code	Title	Credits
MML 810	Profiles in Biblical Leadership	3.00
MML 830	Ethics and Communication in Ministry Leadership	3.00
MML 850	Preaching Artfully	3.00
MML 851	Preaching in a Complex Culture	3.00
MML 852	Preaching & Story	3.00
MML 854	Preaching in a Congregational Context	3.00
MML 860	Foundations for Relational Leadership	3.00

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Course Descriptions

General Information

Course Offerings

Courses may be offered in any modality at the discretion of the college and may vary by semester.

Course Numbering System

ARC:	Archaeology
BBS:	Bible/Biblical Studies
BNT:	Bible/New Testament
BOT:	Bible/Old Testament
BTH:	Bible/Theology
CCO:	Christian Counseling
CFM:	Christian Formation
CCT:	Co-Curricular Training
COM:	Communication
ENG:	English
GEO:	Geography
GRK:	Greek
HEB:	Hebrew
HIS:	History
LIT:	Literature
MAT:	Math
MSCE:	Ministry Studies Christian Education
MSCC:	Ministry Studies Cross-Cultural
MSGM:	Ministry Studies General Ministry
MSLD:	Ministry Studies Leadership
MSNG:	Ministry Studies NexGen
MSPR:	Ministry Studies Preaching
PHI:	Philosophy
PSC:	Political Science
PSY:	Psychology
SCI:	Science

- 100's are freshman-level
- 200's are sophomore-level
- 300/400's are junior/senior-level
- 600-800's are master's-level

For example, BNT 102: Life and Message of Jesus is Bible/New Testament, and is freshman level.

Courses

Archaeology

ARC 301: Archaeology and Biblical Studies

An introduction to archaeology that addresses the methods and results of archaeology. Special emphasis is given to the artifacts and locations that provide additional understanding of the biblical record.

Credits: 3

ARC 401: Archaeology and Judaism in Ancient Israel

A field-based course providing student with hands-on training in archeology as they learn the history of Israel during the Hellenistic to the Byzantine periods, with special attention to the life and culture of lower-Galilee. The student will be able to correlate Biblical texts with a social understanding of politics, religion, and economics gained from the science of archaeology.

Credits: 3

Bible/Biblical Studies

BBS 101: Discovering the Bible

An overview of the Bible from Genesis to Revelation. Topics include key themes, characters, chronology, and geography of the biblical landscape. Special attention is given to the topic of the doctrine of the Bible.

Credits: 3

BBS 201: Interpreting the Bible

A practical course that instructs a student on how to properly interpret God's Word. Special emphasis is given to the Historical-Grammatical Method of interpretation which serves as the foundational method for this course.

Credits: 3

BBS 301: Bible Backgrounds

An overview of the historical, cultural, and literary background of the Old and New Testaments. Emphasis will be placed on social-political events that informs the biblical text. This course will address various creation myths through the Early Roman period.

Credits: 3

BBS 391: Bible Land Tour

An experience-based and hands-on training experience in archaeology in which students will learn the history of Israel during the Hellenistic to the Byzantine periods, with particular attention to the life and culture of lower-Galilee. The student will be able to correlate Biblical texts with a social understanding of politics, religion, and economics gained from the science of archaeology.

Credits: 3

BBS 401: Advanced Hermeneutics

An advanced study in hermeneutics exploring both the theoretical foundations of interpretation as well as the major interpretive methods that are employed in Biblical Studies. Special attention will be given to the various genres of the Old and New Testaments and how these help guide the interpretive process.

Credits: 3

BBS 402: Bible and Theology Capstone

A practical course for applying to seminaries and being prepared for seminary level writing. The primary focus of the course will be on how to apply for schools, and how to engage in academic research and writing. A capstone paper, submitted to a conference for possible presentation, is the primary assignment for successful completion of this course.

Credits: 3

Bible/New Testament

BNT 102: Life and Message of Jesus

An overview of Jesus's ministry with a focus on his teachings and miracles. Special emphasis is given on what it means to follow Jesus through one's personal life and ministry.

Credits: 3

BNT 300: Acts

A comprehensive overview of the Acts of the Apostles with appropriate exegesis of key passages and topical studies of the key doctrines of Holy Spirit and Salvation. This course provides a historical backdrop for most of the letters of the New Testament.

Credits: 3

BNT 302: I and II Corinthians

An analytical study of 1-2 Corinthians with special care taken to discover the principles found in these epistles and apply them to the problems and questions that face the church in the 21st Century.

Credits: 3

BNT 303: Prison Epistles

An exegetical study of the Prison Epistles (Ephesians, Philippians, Colossians, and Philemon). Students research and share their learning on key biblical issues such as the Godhead, Grace, and Faith. The practical teaching of Paul in these epistles will challenge the student to apply the reality of being "in Christ" in every area of life.

Credits: 3

BNT 304: Pastoral Epistles

A exegetical study of I and II Timothy and Titus with special attention given to their authenticity and background. The course emphasizes church polity and practical application of the truths presented in the letters.

Credits: 3

BNT 305: General Epistles

An exegetical study of the non-Pauline letters of the New Testament (Hebrews, James, 1 and 2 Peter, 1-3 John, and Jude). Examines the different writers and their messages for the church to remain faithful in spite of internal and external threats.

Credits: 3

BNT 401: Gospel of Matthew

An exegetical and occasionally topical study of the Gospel of Matthew. Some key themes will include: the kingdom of heaven and discipleship. Students in this class will create a tool to assess discipleship growth amongst a congregation.

Credits: 3

BNT 402: Gospel of Mark

An exegetical study of the Gospel of Mark. This course will focus on the major themes of Mark, see how many consider Mark to be foundational concerning the gospels, and develop a clear understanding of discipleship from Mark's view. The unique perspective of Mark compared to the other gospels will be considered, but not at a loss of Mark's missional view of the whole.

Credits: 3

BNT 403: Gospel of Luke

An exegetical study of the Gospel of Luke. This course will provide appropriate consideration of the introductory material and throughout the text students will encounter Jesus as the Christ for all humanity as He teaches God's truth and loves all people.

Credits: 3

BNT 404: Gospel of John

An exegetical study of the Gospel of John. This course will provide an advanced examination of the unique contributions to the doctrine of the deity of Jesus in the gospel of John while emphasizing the challenges to the gospel's apostolic authorship and historical veracity.

Credits: 3

BNT 411: Romans

An exploration of this powerfully influential letter of Paul with attention given to the doctrine of justification by faith, the relationship of Judaism and Christianity, and the appeal to unity for the purposes of advancing the gospel.

Credits: 3

BNT 414: Hebrews

An analysis of the Epistle to the Hebrews with special attention given to the idea of covenant, the superiority of the New Covenant over the Old, and the central place of Jesus Christ in the covenant relationship between man and God. A focus of the course includes how to make personal application of the Warning Passages that occur repeatedly throughout the Epistle.

Credits: 3

BNT 419: New Testament Prophecy

An exploration of the nature, function, and theological significance of the prophetic texts in the New Testament, and especially the prophecies of Jesus, Paul, Peter, and John. Emphasis is placed on an overview of the book of Revelation.

Credits: 3

BNT 610: Profiles in Biblical Leadership

A study in biblical examples, people, models, and teachings concerning leadership with the goal of an integrated biblical theology of leadership. Explores identity and vocation, credibility, and authenticity in leadership, as well as issues related to culture, community, and organizational realities that interact with biblically based leadership.

Credits: 3

BNT 620: Ephesians for Ministry

A study of the epistle to the Ephesians through the lens of leadership in a faith-based organization. This course will explore issues in identity, team building, mission, values, community, ethics, relationships, and opposition. A strong emphasis is placed on the Lordship of Jesus Christ.

Credits: 3

Bible/Old Testament

BOT 103: Creation to Kingship

An overview of the Biblical books of Genesis through Ruth. Emphasis will be on Creation, the Fall, and the development of the Hebrew Nation until the rise of the Monarchy. Provides foundational understanding of the Law and the major historical background to Kingship to Captivity.

Credits: 3

BOT 201: Kingship to Captivity

An overview of the Biblical books of 1 Samuel through 2 Kings. A key focus will be on the rise and fall of the Davidic line and the future hope in Christ. This course provides important historical context to the Prophetic Corpus.

Credits: 3

BOT 301: Israel after the Exile

An overview of the historical books of the Post-exilic periods, namely Daniel, Ezra, Nehemiah, and Esther. An introduction to the Intertestamental period will be included.

Credits: 3

BOT 401: Old Testament Prophets and Poetry

A topical approach to a select few of the books of Poetry (Job-Song of Songs) and Prophets (Isaiah-Malachi). Some key themes will include: the righteous sufferer, judgment and forgiveness, wisdom, and the Messianic hope.

Credits: 3

BOT 402: Old Testament Exegesis

An exegetical course on the historical book of Esther and the prophetic book of Amos. These books will be used to inform the student on proper exegetical methodology that is genre-specific.

Credits: 3

Bible/Theology

BTH 202: Basic Christian Doctrines

A foundational introduction to the basic concepts, vocabulary, and methodology in Christian theology. Special attention is given to the biblical texts informing these doctrines and how they have been understood in the Restoration Movement.

Credits: 3

BTH 303: Mission of God

A comprehensive Biblical study of the missional intent of God as it progressively unfolds in the Scriptures with special focus on its significance for the missional discipleship task today. A particular emphasis on the people of God in both the Old and New Testaments will be developed. Issues involving salvation, world evangelization, the kingdom and the dynamics of spiritual warfare will be discussed to help the student develop a personal, Biblical theology of missional life and ministry.

Credits: 3

BTH 313: Contemporary Theological Issues

An examination of major theological issues in the church and culture today. Emphasis is placed on developing a biblically grounded perspective, fairly analyzing alternate views, and discerning how to relate Scriptural truths to contemporary issues. Topics may include women in ministry, homosexuality, gender identity, Israel and the Church, spiritual gifts, faith and science, eschatology, and universalism.

Credits: 3

BTH 342: Apologetics

A comprehensive study of a Christian defense of the faith. Explores key historical figures and systems of apologetics, arguments for God's existence, the validity of miracles, the problem of evil, the reliability of scripture, and the historicity of the resurrection. Emphasizes developing competency in presenting reasons for Christian faith.

Credits: 3

BTH 401: Pauline Theology

A comprehensive survey of the major theological truths encapsulated in Paul's letters. Topics include justification by faith, grace, sin and death, the Law, Israel and the Church, new life, baptism, and the return of Christ. Attention is also given to major scholarly perspectives on Paul, such as the New Perspective on Paul or Paul Within Judaism Perspective.

Credits: 3

Christian Counseling

CCO 200: Christian Counseling Seminar

An experienced-based exploration of real-world counseling practices through attending a professional Christian counseling conference. Emphasizes practical applications, emerging resources, and career development within the field of Christian counseling.

Credits: 1

CCO 201: Community Health

An overview of Community Health Work competencies that equip students to engage in community health outreach by partnering with medical professionals and organizations. Focuses on promoting wellness, connecting individuals to resources, providing social support, and advocating for community health needs. Completion qualifies students to apply for CHW

credentialing through the Missouri Credentialing Board.

Credits: 3

CCO 202: Pastoral Counseling

An exploration of theological and psychological integration in pastoral counseling, emphasizing foundational pastoral care skills and models.

Credits: 1

CCO 241: Christian Counseling Seminar

An experienced-based exploration of real-world counseling practices through attending a professional Christian counseling conference. Emphasizes practical applications, emerging resources, and career development within the field of Christian counseling.

Credits: 1

CCO 242: Christian Psychology Seminar

An experienced-based exploration of real-world Christian Psychology research and practices through attending a professional Christian Psychology conference. Emphasizes practical applications, emerging research, and career development within the field of Christian Psychology.

Credits: 1

CCO 243: Mental Health and Substance Use First Aid

An overview of key skills for recognizing and addressing mental health and substance use challenges. Focuses on practical strategies for intervention, support, and connecting individuals to appropriate care.

Credits: 1

CCO 244: Suicide Intervention Seminar

An examination of the history, research, and public health approaches to suicide prevention. Emphasizes practical skills for intervention by conducting role-plays and guided practice.

Credits: 1

CCO 291: Pastoral Care Observation

A church-based internship focused on developing pastoral counseling skills through supervised observation.

Credits: 1

CCO 301: Counseling and Interviewing Skills

An experience-based overview of general counseling and interview skills for addressing diverse challenges. Emphasizes building therapeutic rapport and micro-skills.

Credits: 3

CCO 302: Introduction to Counseling Theories

A study of the basic methods of the major schools of counseling. Emphasis is given to those principles and methods which most schools share in common.

Credits: 3

CCO 303: Trauma-Informed Ministry

An introduction to trauma-informed principles for ministry settings. Explores strategies for creating supportive systems through collaboration, empowerment, and care for parishioners, with a focus on identifying and responding to trauma-related challenges.

Credits: 1

CCO 311: Child and Adolescent Counseling

An overview of counseling approaches for children and adolescents, integrating developmental and psychological theories. Examines key issues such as trauma, behavioral disorders, and family dynamics, with attention to ethical and culturally responsive practices.

Credits: 3

CCO 312: Crisis Counseling

An introduction to theoretical models, essential skills, and resources for crisis intervention in pastoral and counseling settings.

Credits: 3

CCO 313: Marriage and Family Counseling

An introduction to system theories and techniques for marriage and family relationships. Examines personality dynamics, communication patterns, conflict resolution, systemic change, and the influence of cultural and spiritual dynamics on relational well-being.

Credits: 3

CCO 314: Substance Use Counseling

An introduction to counseling and treatment approaches for substance use disorders, addressing theological and biopsychosocial perspectives. Explores the behavioral impacts of substance use while learning fundamental therapeutic skills.

Credits: 3

CCO 391: Counseling Practicum I

A supervised practicum providing counseling observation and experience in an approved setting. Requiring at least 100 hours of supervised fieldwork. Emphasizes moving from observing to skill development through the start of hands-on practice and weekly group supervision.

Credits: 1

CCO 392: Counseling Practicum II

A supervised practicum providing counseling observation and experience in an approved setting. Requiring at least 100 hours of supervised fieldwork. Emphasizes moving from observing to skill development through the start of hands-on practice and weekly group supervision.

Credits: 1

CCO 393: Pastoral Care Practicum

A church-based internship focused on developing pastoral counseling skills through supervision moving from observation to practice.

Credits: 1

CCO 401: Multicultural Counseling

An introduction to multicultural counseling that explores the influence of personal culture on belief systems and values. Emphasizes culturally responsive ministry and counseling approaches for diverse populations.

Credits: 3

CCO 411: Human Sexuality

An exploration of biblical perspectives on human sexuality, integrating research-informed approaches with counseling practice. Emphasizes developing competency in addressing sexuality in pastoral care and ministry.

Credits: 3

CCO 412: Ethics in Pastoral Care

An experience-based exploration of ethical and legal issues in pastoral care. Examines mandated reporting, confidentiality, and professional boundaries through case studies and real-world scenarios.

Credits: 3

CCO 441: Play Therapy Seminar

An experiential-based introduction to play therapy principles. Explores the role of play in counseling children, with emphasis on practical applications for working with children in ministry settings.

Credits: 1

CCO 491: Counseling Internship

A supervised internship providing practical counseling experience in an approved setting. Requiring at least 100 hours of mentored fieldwork. Emphasizes skill development through hands-on practice and weekly group supervision.

Credits: 1

CCO 492: Pastoral Care Internship

A church-based internship focused on developing pastoral counseling skills through a majority of supervised practice with minimal observation.

Credits: 1

Christian Formation

CCT 101: Orientation-Online Studies

An overview of college essentials helping prepare new students to meet the spiritual, academic, and campus life expectations necessary to be successful as a student at Central.

Credits: 0

CCT 102: Orientation-St. Louis

An overview of college essentials helping prepare new students to meet the spiritual, academic, and campus life expectations necessary to be successful as a student at Central.

Credits: 0

CCT 103: Orientation-Moberly

An overview of college essentials helping prepare new students to meet the spiritual, academic, and campus life expectations necessary to be successful as a student at Central.

Credits: 0

Christian Formation

CFM 101: Christian Formation

A biblical introduction to the journey of Christian formation. Attention is given to the marks of a healthy disciple, the process of spiritual formation, and resources for promoting deeper spiritual lives. Spiritual disciplines (such as prayer, Bible study, meditation, Scripture memorization, and fasting) are evaluated as students prepare for lifelong spiritual formation.

Credits: 3

CFM 110: Chapel

A practical experience wherein Central's campus community gathers twice a week during the school year for praise, worship, and celebration. These gatherings are the heartbeat of the campus' fellowship as we work to develop servant-leaders for the church. As the entire on campus student body is gathered, Chapel is also a time in which important and time-sensitive information is communicated to our students.

Credits: 0

CFM 120: Christian Service

A practical experience in which students are expected to serve 30 hours a semester in the local community.

Credits: 0

CFM 201: Principles of Disciple-Making

A study of the process of Disciple-making in the congregation with a focus on building one another up in the unity of believers to the full maturity of Christ.

Credits: 3

Communication

COM 101: Fundamentals of Communication

A practical study of the process of developing, understanding and refining communication skills. Emphasizes interpersonal communication, small group communication, meetings, public speaking, and mediated communication. Special attention is given to the ethical and theological considerations of communicating as a biblical Christian.

Credits: 3

Co-Curricular Training

CSS 10: Student Success

An overview of strategies for academic success and life-long learning. Major topics include setting academic and personal goals, organizational strategies, effective communication, study skills, identifying their personality type, and assessing and articulating their learning style, strengths and areas of improvement. Through tutoring sessions, application, and reflection,

the material covered in this course should support and assist students in their other courses.

Credits: 0

CSS 031: Private Study Skills & Strategies

Individualized tutoring for students that utilizes peer tutors, one-on-one instruction and accountability. This class also seeks to develop and sharpen study skills to equip the student to be more successful in the classroom.

Credits: 0

CSS 032: Private Study Skills & Strategies

Individualized tutoring for students that utilizes peer tutors, one-on-one instruction and accountability. This class also seeks to develop and sharpen study skills to equip the student to be more successful in the classroom.

Credits: 0

English

ENG 101: English Composition I

An introduction to college-level composition which provides students with the opportunity to practice writing in the various rhetorical styles and skills needed. Emphasis is placed on grammatical instruction, introducing research writing, and exploring the recursive writing process.

Credits: 3

ENG 102: English Composition II

An intermediate study of college-level composition which focuses on developing critical thinking, research and writing skills, and academic argumentation.

Credits: 3

Geography

GEO 101: World Geography

An introduction to the physical and human geography of the world, exploring the relationships between people, places, and environments. Topics include physical landforms, climate patterns, natural resources, cultural landscapes, population distribution, economic systems, and globalization. By the end of the course students will develop a deeper understanding of

geographic literacy, critical thinking, and an understanding of global interconnectedness.

Credits:

Greek

GRK 301: Greek I

A study of the fundamentals of the Koine Greek language with emphasis on basic grammar and vocabulary.

Credits: 3

GRK 302: Greek II

A study of the fundamentals of the Koine Greek language with emphasis on basic grammar and vocabulary. This course is a continuation of Greek I in which the students will develop their ability to translate from various sources, including the Greek New Testament.

Credits: 3

GRK 401: Greek Exegesis

A course in which students hone their New Testament exegesis skills and receive practical experience in utilizing Greek tools for research, teaching, and preaching. Aspects of interpretation that the Greek language can bring are emphasized in the context of studying a New Testament epistle.

Credits: 3

Hebrew

HEB 301: Hebrew I

A study of the fundamentals of the Hebrew language with emphasis on basic grammar and vocabulary.

Credits: 3

HEB 302: Hebrew II

A study of the fundamentals of the Hebrew language with emphasis on basic grammar and vocabulary. This course is a continuation of Hebrew I.

Credits: 3

HEB 401: Hebrew Exegesis

An advanced study of the Hebrew language focusing on applying the language to the study of the Old

Testament. Topics of study will include the methods of discourse analysis and textual criticism.

Credits: 3

History

HIS 101: US History I

An introductory survey of U.S. history from pre-Columbian civilizations to the end of the Civil War. Students will explore key political, social, economic, and cultural developments that shaped the American experience. By the end of the course, students will have a foundational understanding of the historical forces that shaped the United States through 1865.

Credits:

HIS 102: US History II

An introductory survey of U.S. history from the end of the Civil War to the present. Students will examine key political, social, economic, and cultural developments that shaped modern America. Topics include Reconstruction, industrialization, immigration, the rise of the United States as a global power, the Great Depression, the Civil Rights Movement, the Cold War, and contemporary challenges. By the end of the course, students will have a foundational understanding of the major themes and transformations that have defined U.S. history since 1865.

Credits:

HIS 201: World History I

An introductory survey of world history from ancient civilizations to 1500, examining the development of societies, cultures, and global interactions. Topics include early human migrations, the rise of river valley civilizations, classical empires, trade networks, religious and philosophical traditions, technological advancements, and the impact of cultural exchanges. By the end of the course students will develop a deeper understanding of the diverse experiences and contributions of civilizations across Africa, Asia, the Americas, and Europe.

Credits: 3

HIS 202: World History II

An introductory survey of world history from 1500 to the present, exploring major political, social, economic, and cultural developments that have shaped the modern world. Topics include the Age of Exploration,

the rise and fall of empires, the Scientific and Industrial Revolutions, global trade networks, colonialism and decolonization, world wars, ideological conflicts, and globalization. By the end of the course students will develop a broad understanding of global history and its relevance to contemporary issues.

Credits: 3

HIS 301: Modern Church History

A study of the history and development of the church from the Renaissance to the 21st century. Special emphasis is given to those movements and ideas which have led to the rise of the major denominations.

Credits: 3

Literature

LIT 320: Literature of C.S. Lewis

An exploration of C.S. Lewis's writings, with special emphasis on the genres of poetry, theology/philosophy, fantasy, children's fiction, science fiction, and autobiography. The class balances lecture and discussion of three novels, essays, and chapter selections from other texts. Forgoing debates regarding Lewis's doctrine on Christianity, the focus rests upon the importance of his writings while considering methods of application in the 21st century.

Credits: 3

Math

MAT 101: Statistical Reasoning

An introduction to statistical reasoning and data analysis. Explores data collection, interpretation, probability, regression, and statistical inference. Emphasizes critical thinking, study design, and the use of technology for informed decision-making.

Credits: 3

MAT 201: Math for Non-Profits

A course designed to provide the requisite math and financial skills for those working in the non-profit sector. Topics include but are not limited to principles of basic math and elementary algebra, personal finance and taxes, organizational resource management, governmental issues, fundraising, and project management.

Credits: 3

Ministry Studies Cross-Cultural

MSCC 211: Foundations of World Missions

An examination of the concept of the mission of God and the missional church which combines theology, intercultural studies, anthropology, history and cross-cultural communications as an introductory overview of the church's global mission as developed throughout the Scriptures. The course will also include a look at biblical motivations, historical background and current strategies concerning the mission of God.

Credits: 3

MSCC 212: Cross-Cultural Communication

An examination of the principles and challenges of cross-cultural communication. Emphasis is placed on identifying the perspective one brings in a cross-cultural setting, drawing attention to the realities of non-verbal communication, and increasing sensitivity to cross-culture interactions with a view toward equipping the student to communicate effectively in multiple worldview contexts.

Credits: 3

MSCC 311: History of Missions

A study of the Scriptural basis and principles for world evangelism and its history from Pentecost until the present. Key dates, people, and missionary policies and their effects on present day missions are considered. A major focus is the work and impact of missionaries in the Restoration Movement.

Credits: 3

MSCC 312: Cross-Cultural Methods and Strategies

An examination of strategic issues that all cross-cultural workers must identify and answer, including how a field is selected, how support can be raised and how teams should be constructed to accomplish ministry. Students will prepare a missions strategic plan will include the field and the church working together.

Credits: 3

Ministry Studies Christian Education

MSCE 312: Creative Teaching

A practical course developing the general creative ability of the student and helps them apply that creative problem in solving a variety of teaching/learning situations.

Credits: 3

MSCE 313: Advanced Communication: Lessons

An examination of various methods and styles of lesson construction and delivery in teaching contexts. Students analyze teaching styles and lessons, work together to plan and prepare lessons, and practice teaching lessons to one another.

Credits:

MSCE 314: Philosophy of Education

An examination of the historical background of Western education. The ideas of various philosophies of education are explored as well as their influence upon current practices in Christian and public schools. Students examine the outstanding educators of history to learn their values and methodology.

Credits: 3

MSCE 315: Small Group Leadership

An introduction to the small group movement in churches, including its history, literature and methods. Students gain practice in leading a small group.

Credits: 3

MSCE 391: ABCTE- Professional Skills

A preparatory course for students to take the American Board Professional Teaching Knowledge competency test through readings and online review and assessment.

Credits: 3

MSCE 392: ABCTE- Content Area

A preparatory course for students to take the American Board content competency test in science, history, English, or mathematics through readings and online.

Credits: 3

Ministry Studies General Ministry

MSGM 101: Introduction to Ministries

An overview of the various avenues of Christian ministry available. Emphasis is placed on personal spiritual development, the nature and work of ministry, personal relationships, leadership, principles and philosophy of ministry. An added value to this course is that individuals involved in ministry are invited as guest-lectures for the course.

Credits: 3

MSGM 301: Ministry and Diversity

A practical course that examines the most current practices to confidently and successfully minister to people across lines of racial, cultural, and socio-economic differences. Students will be exposed to different cultural groups and understand the principles that facilitate effective ministry across lines of difference.

Credits: 3

MSGM 391: Supervised Ministry Experience

A course in which students will receive hands-on ministry training through participation seminars, conventions, and other activities.

Credits: 3

MSGM 392: Ministry Experience Elective

A practical course in which students participate in various activities, seminars, or conferences.

Credits: 3

MSGM 640: Dynamics of a Healthy Congregation

An examination of how to understand and fulfill the nature and purpose of the church through a thorough discussion of biblical and contemporary literature. A theology of church health and evangelism will be developed from which practical strategies will be identified and evaluated.

Credits: 3

Ministry Studies Leadership

MSLD 202: Ministry Leadership

An examination of how to understand and fulfill the nature and purpose of the church through a thorough discussion of biblical and contemporary literature. A theology of church health and evangelism will be developed from which practical strategies will be identified and evaluated.

Credits: 3

MSLD 203: Ministry Administration

A practical course that acquaints students with the basic principles and skills of effective administration within a ministry context. Students will be introduced to the practical aspects of ministry administration such as the oversight of staff, budgeting, volunteers, assessment of programs, evaluation of curriculum, scheduling, and planning.

Credits: 3

MSLD 312: Local Church Leadership

An examination of administrative and organizational procedures in the local church. Consideration is given to congregational offices, staff leadership, ministry teams and worship.

Credits: 3

MSLD 411: Principles of Church Health

A study of the principles of biblical church health. Special attention is given to contrasting the tenets of the missional church, using a wide variety of examples. The goal of the course is the practical application and contextualization of the missional church of the first century into the culture of the twenty-first century church in the New Testament.

Credits: 3

MSLD 510: Foundations for Relational Leadership

An examination of interpersonal connections and relationships with a focus on their foundational role in ministry and leadership. Emphasis is placed on relational leadership theory as an approach to leading that cultivates authentic relationships to achieve connection, shared vision, and interdependent action.

Credits: 3

MSLD 640: Ethics and Communication in Ministry Leadership

An examination of biblical foundations for ethical behaviors and decision-making with application to diverse aspects of strategic communication in ministry settings. Students will learn to discern various ethical issues concerning communication behavior and apply

systemic ethical analysis to various church and para-church situations.

Credits: 3

MSLD 641: Disciple-Making Minister

An exploration of the role of the Disciple-Making Leader in equipping believers to reflect Jesus in both character and mission. Students will examine biblical foundations and practical strategies for developing disciples who embody Christ's original design.

Credits: 3

MSLD 642: Professional and Team Development

A study of the dynamics of leadership development in both the leader's own life and in the ministry organization. This course will provide strategies and practices for the continued development of the ministry leader and for the growth of new leaders for the church or parachurch organization.

Credits: 3

MSLD 643: Change and Conflict Management

An examination of the principles of leading congregational change with a focus on vision casting, understanding the process of change, and overcoming resistance. Students will explore strategies for effectively guiding churches through transitions while fostering unity, clarity, and mission-driven leadership.

Credits: 3

MSLD 690: Leadership Mentoring Experience

A fundamental study of practical leadership principles and practices through mentorship. Students will engage in one-on-one mentoring sessions with experienced leaders, focusing on personal and professional development, goal setting, and skill enhancement. This course equips students with the knowledge and skills necessary to excel as leaders in various organizational settings.

Credits: 3

MSLD 710: Capstone in Ministry Leadership

An in-depth engagement in advanced-level inquiry with focus on an area of change or improvement within the profession. It will be inquiry, research, and practice-centered and draw upon areas of interest to the student and focus from the program, such as Biblical Theology, Church History, practical ministry, policy, curriculum design, or technology, among others. The student will learn to bridge theory and practice through a project report that reflects the application of

knowledge, skills, and abilities developed in the MAML program.

Credits: 3

Ministry Studies NexGen

MSNG 311: Youth Ministry

A comprehensive study of student ministry that explores the current generation's needs with an end goal in mind. Emphasizes strategies, trends, team building, and program development within a youth ministry context.

Credits: 3

MSNG 312: Children's Ministry

A practical course that acquaint students with the various aspects of children's ministry with an emphasis on developing the requisite skills to engage in effective children's ministry in the context of the family. Students will gain an understanding of the importance of children's ministry and the specific needs of children.

Credits: 3

Ministry Studies Preaching

MSPR 201: Biblical Communication

A practical course in the discovery of biblical messages and their delivery to contemporary audiences. Students will explore five basic rhetorical forms and preach multiple messages in front of their peers.

Credits: 3

MSPR 311: Delivering the Message

An advanced examination of a variety of rhetorical styles for preaching which includes experienced-based learning in the construction and delivery of biblical messages. Students will analyze the preaching of contemporary preachers and their peers.

Credits: 3

MSPR 313: Interpreting Scripture for Preaching and Teaching

An exegetical, theological, rhetorical, didactical, and homiletical study of selected pericopae of the New Testament, with an emphasis on practical application for contemporary expository preaching or teaching. Students will preach, teach, or present a project in the

course. On a rotating basis, course content will vary in subject from semester to semester to include: (A) The Resurrection narratives (resurrection stories related to Jesus' resurrection); (B) the Parables of Jesus; (C) the Miracles of Jesus; (D) Speeches in Luke-Acts; (E) the Compassion Texts of Jesus; and (F) TBD.

Credits: 3

MSPR 341: Advanced Preaching and Teaching Seminar

An experienced-based course on various issues or participation in conferences. Students interact with professionals and discuss with each other key issues raised by successful practitioners.

Credits: 3

MSPR 411: Preaching Leadership Seminar

A study in preaching leadership in which students interact with a plethora of congregational preachers and leaders to provide a breadth and depth of perspective on issues that otherwise would be difficult to obtain from just one voice.

Credits: 3

MSPR 640: Dynamic Preaching: Exploring Styles and Strategies

A practical exploration of diverse preaching styles and strategic sermon development. Examines textual, topical, narrative, thematic, and expository approaches with attention to biblical interpretation, audience engagement, sermon structure, homiletical clarity, and faithful application.

Credits: 3

MSPR 641: Preaching Artfully

A study and modeling of multiple rhetorical patterns adaptable to contemporary preaching.

Credits: 3

MSPR 642: Preaching in a Congregational Context

An examination of defining and modeling (texts, topics, and calendars) in a congregational context, with a focus on contextualization for the student's unique congregational constituency.

Credits: 3

MSPR 643: Preaching the Genres of Scripture

An advanced study of how to accurately interpret and effectively preach from selected biblical genres. Special attention is given to a careful analysis of the task of preaching, married to methods and means of effective storytelling. **Credits:** 3

MSPR 645: Preaching in a Complex Culture

An exploration of how to navigate the preaching of difficult social issues in relation to differing demographic constituencies with a view to congressing preaching with a shifting contemporary culture.

Credits: 3

MSPR 646: Preaching the Resurrection of Jesus

An exegetical, theological, rhetorical, and homiletical study of the resurrection and the thirteen New Testament, resurrection narratives of Jesus, with a view toward exegesis and contemporary expository preaching.

Credits: 3

Philosophy

PHI 201: Introduction to Philosophy

An introduction to fundamental philosophical questions, concepts, and traditions from ancient to modern thought. Students will explore key areas of philosophy, including metaphysics, epistemology, ethics, political philosophy, and the philosophy of religion. By the end of the course students will develop a deeper understanding of enduring human questions.

Credits: 3

PHI 210: Worldviews and Ethics

An examination of the most significant contemporary worldviews in relation to a biblical worldview, equipping students to think critically about moral decision-making in a complex world. Emphasis will be placed on exploring the relationship between worldview frameworks and their ethical implications.

Credits: 3

PHI 220: World Religions

A study of the origins and practices of various religions of the world. Investigates what religion is and does and compares culturally diverse religious ideas and practices. This course explores how religion influences the relationship between individual and community by examining religious ethical systems/culture, and providing community engagement opportunities.

Credits: 3

Political Science

PSC 101: American Government

An introductory survey of the American political system, exploring its foundational principles, institutions, and processes. Topics include the U.S. Constitution, federalism, civil liberties and rights, the three branches of government, political parties, elections, public policy, and the role of media and interest groups in politics. By the end of the course students will develop a deeper understanding of the structures and challenges of American government.

Credits: 3

Psychology

PSY 101: Introduction to Psychology

An overview of the scientific study of human behavior and mental processes. Students will explore and demonstrate knowledge of key theories, research methods, and biological, psychological, and social factors influencing behavior.

Credits: 3

PSY 201: Human Growth and Development

A comprehensive study of developmental theories examining physical, cognitive, psychosocial, moral, and spiritual growth.

Credits: 3

PSY 401: Abnormal Psychology

An overview of psychological disorders, their etiology, and treatment approaches. Emphasizes challenges relevant to Christian ministry and pastoral care contexts.

Credits: 3

Science

SCI 201: Introduction to Physical Science

A survey course for non-science majors introducing the important concepts that govern the fields of physics, chemistry, meteorology, geology and astronomy. The impact of these sciences on the environment and human activities will also be considered. Lecture and laboratory components are included.

Credits: 3

SCI 212: Essentials of Human Biology w/Lab

An introduction to human anatomy and physiology for non-science majors. Explores fundamental concepts of human biology through lectures and labs for personal life and ministry for students who will not take another Life Science course.

Credits: 3

Administration & Faculty

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Administrators

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Emilee Burian, Associate Vice President of Student Services

Dr. Arthur Rawlings, Vice President of Academics

Lara Lawrence, Vice President of Administration

Janeil Owen, Vice President of Advancement

Jon Reese, Vice President of Finance

Full Time Faculty

Darryl Ammon, 2008. Assistant Professor of New Testament
PhD (in progress) Faulkner University; MA, Lincoln Christian University, 2008; BA, Central Christian College of the Bible, 2006.

Crystal Applegarth, 2015. Director of Library Services
MLS, Emporia State University, 2012; BS, Central Christian College of the Bible, 2007.

Cindy Bingamon, 2022. Registrar
BS, Western Illinois University, 1986.

Micheal Curtice, 2007. Associate Professor of Theology
ThD, European Theological Seminary, 2006; DRS, Trinity Theological Seminary, 2000; MMin, Trinity Theological Seminary, 1988; BRE, BA, Nebraska Christian College, 1976.

David Fincher, 1996. President
PhD, University of Columbia, 2003; MA, Lincoln Christian College, 1996; BA, Central Christian College of the Bible, 1993.

Tyler Hallstrom, 2017. Assistant Professor of New Testament
PhD, Asbury Theological Seminary, 2024; MDiv, Cincinnati Christian University, 2017; BRS, Central Christian College of the Bible, 2012.

Walt Harper, 2014. Assistant Professor of New Testament
PhD, ABD, Faulkner University; MPhil, Faulkner University, 2024; MA, Lincoln Christian University, 2010; BA, Central Christian College of the Bible, 2006.

Tina Nipper, 2014. Assistant Professor of Cross-Cultural Ministry
DIS, (In progress) Biola University; MA, Wheaton College Graduate School, 2008; BS, Central Christian College of the Bible, 2001.

Arthur Rawlings, 2023. Vice President of Academics
MD, University of Illinois, 2004; MDiv, Lincoln Christian University, 1996; BS, Rose-Hulman Institute of Technology, 1985.

Don Sanders, 2025. Associate Dean of Graduate Education
EdD, The Southern Baptist Theological Seminary, 2019; MRE, Lincoln Christian University, 2013; MA, Lincoln Christian University, 1998; BA, Saint Louis Christian College, 1991.

Eric Stevens, 2001. Associate Professor of Practical Ministries
DMin, Lincoln Christian University, 2011; MDiv, Cincinnati Christian University, 2001; MA, Cincinnati Christian University, 1995; BA, Central Christian College of the Bible, 1984.

Chad Summa, 2002. Associate Professor of Old Testament
PhD, Midwest Baptist Theological Seminary, 2022; MTS, Concordia Seminary, 2011; MA, Cincinnati Christian University, 2004; BA, Central Christian College of the Bible, 1999.

Bill Thomas, 2017. Associate Professor of General Studies
DMin, Liberty University, 2024; MA, Johnson University, 1994; BTh, Manhattan Christian College, 1991; BS, University of Kansas, 1987.

Chris White, 2023. Associate Dean of Digital Learning
MRE, Lincoln Christian Seminary, 2014; BA, Ozark Christian College, 2011.

Samantha White, 2023. Assistant Professor of Christian Counseling

MS, John Brown University, 2017; BA, Ozark Christian College, 2011.

Adjunct Faculty

Rylan Allen, 2023. Online Adjunct Instructor
DMin, The Southern Baptist Theological Seminary, 2020; ThM, The Southern Baptist Theological Seminary, 2011; MDiv, Cincinnati Christian University, 2008; BS, Kentucky Christian University, 2004.

Brandon Bradley, 2014. Online Adjunct Instructor
DMin, Nazarene Theological Seminary, 2022; MDiv, Hope International University, 2017; MA, Hope International University, 2013; BS, Central Christian College of the Bible, 2010.

Rick Bullard, 2021. Online Adjunct Instructor
PhD, ABD, Northern Kentucky University; MS, University of Cincinnati, 2001; MA, Cincinnati Christian University, 1996; BA, Cincinnati Christian University, 1982.

Shan Caldwell, 2024. Online Adjunct Instructor
PhD, Trinity Seminary, 2013; MMin, Cincinnati Christian Seminary, 2000; MA, Cincinnati Christian Seminary, 1996; BS, Cincinnati Christian College, 1992.

Ryan Eidson, 2021. Online Adjunct Instructor
MRE, Lincoln Christian University, 2020; BS, Central Christian College of the Bible, 2008.

Eric Hallstrom, 2009. Online Adjunct Instructor
MDiv, Cincinnati Christian University, 2017; BS, Central Christian College of the Bible, 2011; AS, Pima Community College, 2007.

Drew Henderson, 2025. Online Adjunct Instructor
MA, Liberty University 2016; BBI, Ozark Bible College, 1997.

Jerran Jackson, 2024. Online Adjunct Instructor
ThM, Lincoln University, 2017; DMin, Bethel Theological Seminary, 1999; MDiv, Cincinnati Christian University, 1991; MA, Cincinnati Christian University, 1989; BA, Nebraska Christian College, 1976.

Casey Kleeman, 2013. Online Adjunct Instructor
MA, Lincoln Christian University, 2010; BTh, Ozark Christian College, 2005.

Darin Kleeman, 2025. Online Adjunct Instructor

MA, Kentucky Christian University, 2011; BTh, Ozark Christian College, 2000.

Jason Leinbaugh, 2017. Online Adjunct Instructor
EdS, Lincoln University, 2018; MEd, Lincoln University, 2011; BS, Central Christian College of the Bible, 2003.

Ed Lewis, 1994. Adjunct Instructor
MS, Pittsburg State University, 1992; BS, University of Missouri, 1987.

Kevin Odor, 2024. Online Adjunct Instructor
DMin, Fuller Theological Seminary, 2011; MDiv, Cincinnati Christian University, 1990; MMin, Cincinnati Christian University, 1984; BA, The College of William and Mary, 1979.

Brett Parker, 2025. Online Adjunct Instructor
MTM, Point University, 2018; MAR, Cincinnati Christian University, 2010; BS, Cincinnati Christian University, 2007.

Jon Ralls, 2025. Online Adjunct Instructor
MA, University of Missouri, 2001; BA, Central Christian College of the Bible, 1996.

David Roadcup, 2021. Online Adjunct Instructor
DMin Trinity Evangelical Divinity University, 2006; MA, Cincinnati Christian Seminary, 1986; BA, Lincoln Christian University, 1969.

Mike Shannon, 2024. Online Adjunct Instructor
DMin, Reformed Theological Seminary, 1995; MDiv, Cincinnati Bible Seminary, 1991; MMin, Kentucky Christian College, 1984; BA, Milligan College, 1976.

Chris Solwecki, 2016. Online Adjunct Instructor
MSTh, Liberty University, 2013; MDiv, Liberty University, 2009; BS, Cincinnati Christian University, 1993.

Doug Spears, 2023. Online Adjunct Instructor
PhD, Kent State University, 1999; MEd, Kent State University, 1994; MDiv, Cincinnati Bible College and Seminary, 1984; MTh, Louisville Bible College, 1981; BS, Cincinnati Bible College and Seminary, 1979.

Jeff Wickert, 2015. Online Adjunct Instructor
DMin (in progress) Liberty University; MDiv, Liberty University, 2010; BA, Florida Christian College, 2000.

Mark Scott, 2025. Online Adjunct Instructor
DMin, Denver Seminary, 2006; MDiv, Lincoln Christian Seminary, 1983; BTh, Ozark Bible College, 1976.

2025-2026 Academic Calendar

Fall 2025	Undergrad	Fall - 1 (8wks)	Fall-2 (8wks)	Graduate (RSM)
Faculty In-Service	Aug 4-5			
Convocation	Aug 17 (Sun)			
Classes Begin	Aug 18 (Mon)	Aug 18 (Mon)	Oct 13 (Mon)	Aug 18 (Mon)
Last to Add/Drop (@4pm)	Aug 25 (Mon)	Aug 25 (Mon)	Oct 20 (Mon)	Aug 25 (Mon)
Census Date (@4pm)	Oct 20 (Mon)	Oct 20 (Mon)	Oct 20 (Mon)	Oct 20 (Mon)
Labor Day**	Sept 1 (Mon)	Sept 1 (Mon)	N/A	Sept 1 (Mon)
Grad Intensive (Mob)				N/A
Grad Intensive (Flo)				Sept 8-12
Grad Intensive (StL)				N/A
Fall Break*	Oct 30-31 (Th-F)	N/A	N/A	N/A
Last Day to Withdraw (@4pm)	Oct 27 (Mon)	Sept 22 (Mon)	Nov 17 (Mon)	Oct 27 (Mon)
Registration (Sp & Sum)	Nov 3-21	Nov 3-21	Nov 3-21	Nov 3-21
Thanksgiving Break*	Nov 25-29 (M-F)	N/A	Nov 25-29 (M-F)	Nov 25-29 (M-F)
Final Exams	Dec 8-11 (M-Th)	N/A	N/A	Dec 8-11 (M-Th)
Classes End	Dec 11 (Thur)	Oct 12 (Sun)	Dec 11 (Thur)	Dec 11 (Thur)
Grades Due (@noon)	Dec 16 (Tue)	Oct 15 (Wed)	Dec 16 (Tue)	Dec 16 (Tue)
Degree Conferral	Dec 30 (Tue)	Dec 30 (Tue)	Dec 30 (Tue)	Dec 30 (Tue)

* No Classes

** No classes, campus closed

Spring 2026	Undergrad	Sp - 1 (8wks)	Sp - 2 (8wks)	Graduate (RSM)
Classes Begin	Jan 12 (Mon)	Jan 12 (Mon)	Mar 9 (Mon)	Jan 12 (Mon)
MLK Day**	Jan 19 (Mon)	Jan 19 (Mon)	N/A	Jan 19 (Mon)
Last Day to Add/Drop (@4pm)	Jan 20 (Tue)	Jan 20 (Tue)	Mar 16 (Mon)	Jan 20 (Tue)
Spring Census Date (@4pm)	Mar 16 (Mon)	Mar 16 (Mon)	Mar 16 (Mon)	Mar 16 (Mon)
Grad Intensive (StL)				N/A
Grad Intensive (Flo)				Mar 2-6
Grad Intensive (StL)				N/A
Spring Break*	Mar 23-27 (M-F)	N/A	Mar 23-27 (M-F)	Mar 23-27 (M-F)
Good Friday**	Apr 3 (Fri)	N/A	Apr 3 (Fri)	Apr 3 (Fri)
Last Day to Withdraw (@4pm)	Mar 30 (Mon)	Feb 16 (Mon)	Apr 20 (Mon)	Mar 30 (Mon)
Registration (Fa & Sum)	Mar 30- Apr 17	Mar 30- Apr 17	Mar 30- Apr 17	Mar 30- Apr 17
Final Exams	May 4 - 7 (M-F)	N/A	N/A	May 4 - 7 (M-F)
Classes End	May 7 (Th)	Mar 8 (Sun)	May 7 (Th)	May 7 (Th)
Graduation	May 8 (Fri)	May 8 (Fri)	May 8 (Fri)	May 8 (Fri)
Grades Due (@noon)	May 12 (Tue)	Mar 11 (Wed)	May 12 (Tue)	May 12 (Tue)
Degree Conferral	May 30 (Mon)	May 30 (Mon)	May 30 (Mon)	May 30 (Mon)

Summer 2025	Sum (8 wks)
Memorial Day**	May 25 (Mon)
Classes Begin	Jun 1 (Mon)
Last Day to Add/Drop (@4pm)	Jun 8 (Mon)
Independence Day**	Jul 3 (Fri)
Last Day to Withdraw (@4pm)	Jul 6 (Mon)
Classes End	Jul 24 (Fri)
Grades Due (@noon)	Jul 29 (Fri)
Degree Conferral	Aug 30 (Sat)

*No classes

**No classes, campus closed