

Preparing world Christians
to know Him and to make
Him known

COLUMBIA INTERNATIONAL UNIVERSITY

UNDERGRADUATE CATALOG

COLUMBIA INTERNATIONAL UNIVERSITY

2007-08
UNDERGRADUATE PROGRAMS
ACADEMIC
CATALOG

2007
2008

Why CIU?

BECAUSE WE EMPHASIZE . . .

THE AUTHORITY OF SCRIPTURE

We concentrate on mastering God's Word, learning to understand its meaning and apply its teaching.

WHOLE LIFE TRAINING

We emphasize not only academic excellence and professional competence but also personal growth . . . the dynamic of the Holy Spirit to make us like Christ in daily living.

WORLD WIDE EVANGELIZATION

We are committed to reaching our generation with the gospel . . . preparing each student to have an impact as part of the missions team, whether in a sending church or as one sent.

RACE, ETHNIC ORIGIN, NATIONALITY, SEX,
OR HANDICAP ARE NOT FACTORS IN OUR
ADMISSIONS POLICIES.

The course offerings and requirements of the University are continually under examination and revision. This catalog reflects the academic programs and policies for students entering during the 2007-2008 academic year. While requirements may be changed, this document serves as the institution's statement of intent and is monitored by accrediting and governmental agencies for compliance and integrity.

COLUMBIA INTERNATIONAL UNIVERSITY

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Dear Prospective Student,

INFLUENCE. Probably not the first word that comes to mind as you make your decision on which college to attend. Yet this word is actually one of the most important words to consider because no matter where you attend college, you will be *influenced*. Let me explain.

You perhaps have friends who attended colleges where the *influence* of the world eroded their Christian convictions. Whether through the *influence* of a faculty member or roommate, eventually their love for the Lord Jesus grew cool.

At CIU, we will *influence* you as well. But not from the perspective of the world. We want to *influence* you from the perspective of the Word of God. We desire to provide you with the education you need to pursue a career, **and** develop Christlike character in your life – the whole life training you need to serve the Lord.

INFLUENCE. It's an important word. Come to CIU and let us *influence* you so one day soon **you** will *influence* the world for Christ.

Many young people *spend* four or more formative years pursuing higher education. At CIU we want to help you *invest* those years in things that have eternal value.

This catalog contains information about living and studying at CIU. But it may not tell you everything you want to know. If we can help you personally, please call (800) 777-2227 or e-mail the Admissions Office at CAdmissions@ciu.edu to discuss your specific needs or questions with one of our counselors.

Yours for His glory,



William H. Jones
President



WILLIAM H. JONES, PRESIDENT
COLUMBIA INTERNATIONAL UNIVERSITY



INTRODUCTION



INTRODUCING COLUMBIA INTERNATIONAL UNIVERSITY

“Go into all the world and preach the Gospel to every nation...”

Welcome to a dynamic university that trains Christians for global missions, full-time vocational Christian ministry in a variety of strategic professions, and marketplace ministry. In addition to the undergraduate college, Columbia International University includes a Graduate School and the CIU Seminary & School of Missions. The corporation also operates Ben Lippen School (a K-4 through 12th grade Christian school) preparing youngsters to fulfill the Great Commission. CIU also reaches out with two Christian radio stations located in Columbia, S.C. (WMHK) and in Charlotte, N.C. (WRCM).

Located on 400 scenic acres next to the Broad River, just minutes from the hub of South Carolina's capital city, Columbia, the beautiful campus is home to a diverse group of Christians. They represent many denominations, ethnic and cultural backgrounds, and reflect the socio-economic diversity of the world — united by their desire to know Christ and make Him known.

If you're looking for an education that's global, biblical, and practical, welcome to CIU!

History

Columbia International University (CIU) was born out of a prayer group of six women who sought the Lord for a means to evangelize and disciple mill workers of Columbia. The results went beyond their expectations. The CIU ministry was founded in 1923 as Columbia Bible School, occupying the former Colonia Hotel in downtown Columbia in 1927. We became Columbia Bible College in 1930, one of the nation's first four-year Bible colleges. Graduate courses were first offered in 1936, marking the beginning of what is now the CIU Seminary & School of Missions. The school moved to its present 400-acre campus in suburban Columbia in 1960 and changed its corporate name to Columbia International University in 1994.

Robert C. McQuilkin was CIU's first president, holding the office until his death in 1952. He was succeeded by G. Allen Fleece, who led the ministry until 1966. Robertson

McQuilkin, son of the first president, served from 1968-1990. Johnny V. Miller, CIU faculty member and former pastor, served as president from 1991-1999. George Murray was appointed president in 1999 and as chancellor in 2007. Dr. Bill Jones currently serves as president. He also serves as president of Crossover Communications International.

CIU was founded for the purpose of preparing students “To know Him and to make Him known,” as our ministry's motto states. That purpose remains the same today. The Undergraduate College, Graduate School, and Seminary offer regionally and professionally accredited courses of study ranging from one-year certificates through the doctorate. All programs emphasize spiritual development, biblical training and ministry skills development. From the early years until the present, CIU has focused on five core values: The Authority of Scripture, World Evangelization, Victorious Christian Living, Prayer and Faith, and Evangelical Unity.

The school's first class boasted seven students. Currently, CIU enrollment includes nearly 900 resident students with additional students involved in non-traditional and distance education programs. Approximately 16,000 students have received training at CIU. Hundreds of alumni serve in the majority of the countries of the world, making CIU a leader in training laborers for the harvest.

Philosophy

PURPOSE

Columbia International University (CIU) is a multi-denominational Christian institution of higher education dedicated to preparing world Christians to serve God with excellence. Its educational units offer degree programs ranging from associate level to doctoral level. All postsecondary programs emphasize spiritual formation, mastery of biblical content and interpretation skills, cultivation of a biblical worldview, and ministry skills development. The faculty seeks to challenge the students' heads (intellectual inquiry), hearts (spiritual formation), and hands (practical ministry skills) in a balanced way.

CIU serves students from over 40 states and more than 30 foreign countries. The majority of students come from five Southeastern states. More than 52 church denominations and independent fellowships are represented in the faculty and student body. CIU graduates serve in vocational Christian ministries and in the marketplace. Approximately 30 percent of CIU graduates work in cross-cultural contexts.

Mission

Columbia International University serves Christ and His church by inspiring, developing, and equipping people for lifelong pursuit of God and servant leadership in His global cause.

The implementation of this educational purpose by the undergraduate college of Columbia International University (CIU) is expressed in the following statement: The purpose of undergraduate studies is to prepare students to become world Christians who serve God with excellence in cross-cultural, church, marketplace, and other ministry roles.

We pursue this mission as a post-secondary academic community modeling, mentoring and motivating students to cultivate spiritual vitality and character formation, to acquire knowledge in biblical content and gain interpretation skills, to develop competence as critical thinkers and communicators, to formulate a comprehensive Christian worldview for themselves, and to explore and initiate experiences that are ministry focused based on one's calling.

Our purpose is summarized in our motto, "To know Him and to make Him known." Both the curriculum and the community life at CIU are intentionally designed to stimulate a dynamic context in which each student is assisted and encouraged to pursue the following goals:

Know Christ by learning submission to His Lordship and dependence on the Holy Spirit, thus making progress in conforming to His image.

Know the Word by gaining mastery of its content and understanding of its meaning, by assimilating and applying its truth, and by developing skill in the use of study tools.

Know oneself by an increasing awareness of spiritual gifts, personality types, and personal potential.

Know people by becoming sensitive to their needs and the contexts in which they live, and by improving communication with them, whatever their culture.

Know the skills required in a particular area of ministry. By "ministry" we consciously and intentionally include those who are called by God to minister in and through professional disciplines - whether in communication, education, psychology, or other professional disciplines where training programs are being developed.

In addition to the faculty, the university provides resources for learning, the incentives, and curricular guidance necessary for progress toward these goals. We expect students to be active participants in the spiritual, academic, social, and physical dimensions of college life. As they do, they come "to know Him" better and are able "to make Him known" more effectively. We believe that God's purpose for Columbia International University institutionally, and for its faculty and students individually, is achieved only by the supernatural work of the Holy Spirit through yielded believers.

Philosophy of Education, Goals and Faculty Responsibilities

AN OVERVIEW

The basic educational philosophy of Columbia International University is derived from two essential goals, one personal and one vocational.

A Personal Goal: We desire growth in personality, character, spiritual maturity, and knowledge. At Columbia International University, our objective experientially is to know God and become increasingly like his son, Jesus Christ. To become like Christ implies that we know who He is. Our knowledge of Christ has two dimensions: to know all we may know about him cognitively, and to know him in intimate relationship experientially.

We know God because he has revealed himself. God has revealed himself through general revelation (the creation and its order), through special revelation (the Bible), and through his Son Jesus Christ (the Incarnation). General revelation reveals God's world as it is (reality); it declares His glory. Special revelation reveals God's Character, man's sin problem, and God's solution for man's problem (salvation as a free gift). Christ Incarnate reveals the relationship dynamics of the Trinitarian God and his desire for a reconciled relationship with mankind as well as healthy relationships among mankind. On these three aspects of God's revelation of Himself, the Bible serves as the core curriculum; Scripture is our ultimate authority as we explore all realms of knowledge.

A Vocational Goal: We design professional programs to enable students to fulfill, as effectively as their potential will allow, God's purpose or calling for their lives. We prepare students for various vocational responsibilities whether they serve God in their home country or in a cross-cultural setting. We also understand that vocational responsibility must always come with a balance for home, church, and other community responsibilities. Fulfilling one's responsibilities in a godly, balanced way is our reasonable ministry (service); this perspective is equally true whether one serves in a vocational ministry position or in a volunteer ministry position.

We believe God has given us everything we need for life and godliness and that the best spiritual leaders are those who submit completely to the lordship of Jesus Christ, which requires accepting Christ's challenge and empowering to fulfill His last great commission to make disciples (Jesus followers) among every people group. We believe a healthy Christian life will keep this great commission in focus through use of a thorough knowledge and understanding of God's Word, an obedient Spirit-filled walk, a love for what Christ is doing through His bride, the Church, and an open appreciation for what God has already done in the world.

CONCEPTUAL FRAMEWORK

As one conceptualizes the components and interactions within the educational process for undergraduate studies at CIU, the faculty has developed the following visual model to help clarify the inter-relationships and tasks associated with healthy education that is Kingdom oriented.



In this model, one can see that there is a triangle of tasks for the key participants in biblical higher education at CIU. The faculty has the responsibility *to inspire, develop, and equip* students to pursue God for a lifetime and to serve as

strategic leaders in His global cause. Students have the responsibility to *embrace, inquire, and refine* their knowledge and critical thinking processes as well as refine professional and relational skills and talents for service to God and others. Most importantly, we expect God to participate in the learning process. His role is to *transform and illumine* the minds of both students and teachers *and to empower* all for a life of godliness and service.

At the core of our educational experience, we believe that every student (1) will mature as a follower of Christ, (2) will develop intellectual inquiry skills for both the study of the Word and the study of our world, and (3) will demonstrate a level of ministry competency by which he or she makes a difference as a leader within one's home, one's church, and one's community as well as become a leader within one's chosen vocation or calling.

One also notes in this model that growing relationships are as significant to the educational experience as the triangle of teaching/learning tasks. Growing relationships should be evidenced between faculty and students, between faculty and the Lord, between students and the Lord, and between the CIU community and the Church of Jesus Christ, sometimes called the Body of Christ, to whom we submit ourselves. These relationships are rooted in the Word, Prayer, Faith, Worship, and Fellowship. While a student, life change is the result of accomplishing the educational core experience. Out of this growing experience, steeped in healthy relationships, our students mature so that they can become servant leaders with a passion for walking with God and a strategic eye for the Kingdom business in the 21st century.

While not within this picture, the faculty has worked hard at identifying significant inputs and expected outcomes associated with this conceptual framework. The faculty attempt to assess the success of graduates in reaching stated learning outcomes. As we assess student success and challenges, we engage in a continuous process of adjusting our educational programs so that we meet the ever changing needs of college students.

PROGRAM DESIGN

To fulfill these personal and vocational goals, we offer a variety of academic programs, with Bible as the core of each. To master the Bible, it is necessary to know its content and understand its meaning. Further, to apply the truth of the Scripture so that it changes patterns of thinking and behavior is vitally important. Skill in observing, interpreting, and

applying God's Word is necessary. Bible surveys, book studies, topical Bible studies (i.e., theology), and Bible-related subjects are designed with these purposes in mind. To develop skill in the use of the Bible, tools for study and communication are learned and used in such courses as hermeneutics, biblical languages, homiletics, etc.

However, to make Christ known in the full sense of the word, it is necessary not only to study the Bible and Bible-related subjects, but it is necessary to know the people to whom we would make Christ known and how to communicate best with those people.

In studying people and nature, we differ from Bible schools that teach only the Bible and Bible-related subjects. To know human nature, we study psychology, anthropology, and sociology. To know human thought, we study human religion, philosophy, and literature. To know human experience, we study history, geography, the arts, and more. To know empirically about creation and quantitative reasoning, we study math, physical science, biology, ecology, and critical thinking. We study not only our message, but we study those with whom we would share the message so that we may share it most effectively. Most importantly, we study to know the One who created and sustains all for to know and reverence Him is the beginning of wisdom, the foundation on which we understand the message we deliver.

As an institution of higher education, there are at least two relevant reasons for studying general education. First, an important part of studying the various disciplines in general education is that we can become more fully formed, creative, reasoning, social creatures that God designed us to be and in so doing we enter into richer relationships with both God and our neighbor. The second vital reason to study general education is the ability to communicate Christ effectively. By becoming well-formed, not only will we have reasoning skills, worldview understanding, anthropological knowledge, and historical perspectives that will enable us to reach others, we will have a richer culture and worldview into which we can draw people.

Not only do we study the Bible and "the books of nature" including the sciences and humanities, but we seek to develop the professional tools of good communication so that we make Christ known effectively. For this reason skills in counseling, teaching, preaching, evangelism, shepherding, missions, leadership, management, and music are developed according to the individual's gifts and calling. We seek to provide an introduction to normal technical skills

within a program in order to fulfill our vocational objectives knowing that an associate degree or a bachelor's degree are often viewed as entry level requirements into various positions vocationally.

Preparation for ministry and professional service would not be complete without supervised experience in the real world. Under the direction of the Field Education Department, students engage in a variety of ministries and professional experiences so that each student puts into practice what they are learning in the classroom. Whenever possible, field education assignments correlate with methods courses and upper-level program studies to further enhance the learning process.

Through the learning process in academic settings, field education experiences, and normal college student life, we believe that a spiritual transformation takes place in the student throughout his college career at CIU. We also provide special opportunities to help students grow spiritually through chapels, conferences, days of prayer, other campus strategies (i.e., small group ministry) and involvement in local churches to enhance one's spiritual transformation. One's walk with God matures; one's relationships with others grow; and one's understanding and confidence in what God is doing within is transformed into a spiritually sensitive adult member of society committed to knowing and loving Christ, appreciating his creation, and becoming honest and intimate in all types of relationships. The result of this spiritual transformation is sometimes called the spirit-filled life or Victorious Christian Living.

EDUCATIONAL TRIAD

We often describe our educational process at CIU as an educational triad. Three educational components come together to provide balanced education. The first component is academic excellence with Bible at the core. This component focuses on "Content" and may be characterized by educating one's "head." The second component is spiritual formation by which students grow toward maturity in Christ. This component focuses on "Character" and may be characterized by educating one's "heart." The third component is ministry skill development or experiential education in which students systematically practice skills related to personal and vocational goals in the community away from the classroom. This component focuses on "Competence" and may be characterized by educating one's "hands." These three components function like a three-legged stool. Each leg has great importance by itself,

but all three legs must be proportional to produce a stability and balance, that is to say, for a believer to be a well-rounded follower of Christ capable of accomplishing personal and vocational goals.

FACULTY RESPONSIBILITY

Our objectives and mission statement compel us to ensure that all college programs serve as clear strategies for graduates to fulfill their Great Commission mandate in the context of the church. Our program philosophy and design causes us to commit ourselves, without reservation, to the following:

- Model for our students and cultivate within our students principles of Victorious Christian Living through our example, our teaching, and our mutual submission to lifestyle standards that honor Christ and the authority of His Word
- Model the life of a scholar who is committed to academic excellence and discipline and serve one another as one who is committed to a collegial exploration of knowledge in community
- Require a Biblical Studies major and a healthy breadth of General Education courses for every baccalaureate student and encourage a second professional major in a vocational field consistent with the student's gifts, abilities, and calling
- Provide basic ministry skills development, including evangelism skills, cross-cultural exploration, and Bible teaching skills for every student no matter what their vocational calling is and provide field experience opportunities within one's vocation calling
- Model a lifestyle of accountability and relationship within local churches where faculty feel called and insist that our students explore and develop similar habits because Christ is building His Church
- Inspire, develop, and equip students to invest their lives in the most strategic manner possible to help fulfill the Great Commission in accordance with our historic commitment to world evangelization. We will encourage every student to consider serving Jesus Christ with his/her gifts in a setting where Christ is not now clearly known

Doctrinal Standard

Teaching at Columbia International University is based on the great fundamentals of the Christian faith, all of which center in the person of Jesus Christ, our crucified, risen, and glorified Savior and Lord. The following, together with other Christian principles of doctrine and practice, including the affirmation of the full trustworthiness of Scripture, which in its original writing was verbally inspired and without error, shall be the basis of the faith and doctrine of Columbia International University:

1. The Bible is the inspired Word of God, the written record of His supernatural revelation of Himself to man, absolute in its authority, complete in its revelation, final in its content, and without any errors in its teachings.
2. All men in their natural state are lost, alienated from God, spiritually dead: "All have sinned, and fall short of the glory of God" (Rom. 3:23).
3. Salvation is only by grace, a free gift of God, through faith in the Lord Jesus, who died for our sins according to the Scriptures (1 Cor. 15:3). Those who thus receive Christ by faith have their sins forgiven (Eph. 1:7) and their hearts cleansed (Acts 15:9), are born of the Spirit, become children of God (Jn. 1:12, 13), and are made new creatures in Christ (II Cor. 5:17).
4. God is One God, Who reveals Himself in three Persons, Father, Son, and Holy Spirit. Jesus Christ, as the Scriptures affirm, is the Son of God and Son of man. He was born of a virgin and is Himself very God. The Scriptures also declare the deity and personality of the Holy Spirit.
5. Our Lord Jesus rose from the dead in the same body that was laid to rest in the tomb (Jn. 20:25-27). The bodies of all believers who die will be raised from the dead, and they will receive an incorruptible body like unto His glorious body (I Cor. 15:53; Phil. 3:21). All other men shall be raised unto "the resurrection of judgment" (Jn. 5:28, 29).
6. Christians, born of the Spirit, are to live the new life in the present power of the Spirit. "If we live by the Spirit, by the Spirit let us also walk" (Gal. 5:16-25; Col. 2:6). The Christian's responsibility and his normal attitude of life is to yield himself to God (Rom. 6:13), trusting God to keep him.

7. Christian “living” includes Christian service, the winning of souls around us, and the preaching of the Gospel in the uttermost parts of the earth. In carrying on this work there is needed the supernatural power of the Holy Spirit which is granted to every believer as he yields and trusts (Acts 1:8; I Cor. 12:7; Eph. 3:20; Acts 5:32). And in all of this service, prayer is to have the central place (Jn. 14:12-14; Eph. 6:18, 19).
8. Jesus Christ will come again to earth the second time (Heb. 9:28), personally (Acts 1:11; I Thess. 4:16), bodily (Acts 1:11; Col. 2:9), and visibly (Matt. 26:64; Rev. 1:7). His coming will precede the age of universal peace and righteousness foretold in the Scriptures (Matt. 24:29, 30, 42; II Thess. 2:7, 8; Rev. 20:1-6). (Candidates for graduation need not affirm the premillennial position.)

Denominational Relationships

Although Columbia International University is denominationally unaffiliated, it seeks to serve a variety of evangelical denominations and independent congregations. The faculty and student body reflect church affiliations across a broad spectrum of North American and non-North American denominations and church fellowships. Students find exposure to persons from various ecclesiastical traditions, which are united in their commitment to evangelical orthodoxy, an enriching and beneficial experience. CIU prepares its students to return to the denomination or church tradition that nurtured them. The curriculum makes provision for church polity courses taught by ministers who represent various denominations. We also provide for elective courses on denominational distinctives as desired by various groups.

The following affiliations are typically represented on campus:

- African Methodist Episcopal
- African Methodist Episcopal Zion
- American Baptist
- Assemblies of God
- Associate Reformed Presbyterian Synod
- Christian and Missionary Alliance
- Church of God in Christ
- Church of the Nazarene
- Conservative Baptist Association
- Episcopal
- Evangelical Free Church of America
- Freewill Baptist
- Independent Baptist Churches
- Independent Churches
- National Baptist Convention
- Pentecostal
- Presbyterian Church in America
- Presbyterian Church, various denominations
- Southern Baptist Convention
- United Methodist Church

Accreditation and Recognition

COLUMBIA INTERNATIONAL UNIVERSITY:

- Is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, the regional accrediting agency for the Southeastern United States for undergraduate and graduate education and is authorized to award degrees at the associate, baccalaureate, master's, first professional, and doctoral levels.
- Is accredited by the Commission on Accreditation of the Association for Biblical Higher Education, a North American accrediting agency for undergraduate and graduate institutions offering degrees in Bible and ministry.
- Is accredited by the Commission on Accreditation of the Association of Theological Schools in the United States and Canada, a North American accrediting agency for seminaries and theological graduate schools.
- Is authorized under Federal law to enroll non-immigrant alien students.
- Is recognized by the Selective Service System.
- Is chartered as a collegiate institution by the State of South Carolina, and is authorized by the State of South Carolina to grant such degrees as the board of trustees shall determine.
- Is a member of South Carolina Independent Colleges and Universities.
- Is listed in Accredited Institutions of Postsecondary Education.
- Is listed in the Education Directory (Higher Education).
- Is approved at the graduate level for elementary teacher education programs by the South Carolina Department of Education, which is affiliated with the National Association of State Directors of Teacher Education and Certification (NASDTEC).
- Is a member of the Higher Education Transfer Alliance (HETA) for transcript evaluation.
- Is approved by the Certification Commission of the Association of Christian Schools International for the preparation of teachers for a ministry in Christian school education and for secondary Bible certification.
- Is approved by the State Approval Agency, South Carolina Department of Education, State of South Carolina, to train persons under Chapter 31 (Vocational Rehabilitation for Disabled Veterans), Chapter 34 (Veterans Educational Assistance), and Chapter 35 (War Orphans Educational Assistance) of Title 38, United States Code.
- Holds membership in the Evangelical Training Association.

Students or other stake holders wishing to reach accrediting agencies may do so by contacting them at the following addresses:

Southern Association of Colleges and Schools

1866 Southern Lane
Decatur, GA 30033-4097
Tel. (404) 679-4500
www.sacs.org

Association for Biblical Higher Education

5575 S. Semoran Blvd., Suite 26
Orlando, FL 32822-1781
Tel. (407) 207-0808
www.abhe.org

The Association of Theological Schools in the United States and Canada.*

10 Summit Park Drive
Pittsburgh, PA 15275
(412) 788-6505
www.ats.edu

*Seminary Accreditation Only



DEGREES OFFERED



COMPLETING A DEGREE

The Meaning of a Degree

Community expectation (evangelical or secular) does not ultimately determine the meaning of a degree from CIU. We are responsible to define our own purpose and establish our own achievement standards. All programs provide significant training for vocational Christian service. Criteria for granting a degree are designed to reflect the student's character and the student's competency in both general and professional areas.

Because of the whole life training character of the program and its basic objective, "To know Him and to make Him known," earning a degree at CIU involves more than merely meeting academic requirements. It also requires that a student reflect adequate achievement of the CIU objectives (including such non-academic areas as personal moral character, positive interpersonal and family relationships, and local church involvement). Although non-academic objectives may not be measured with complete objectivity, we believe valid and useful assessment is possible and beneficial for student maturation.

To qualify for a degree doctrinally, a student must demonstrate an understanding of basic biblical doctrines and affirm the institution's doctrinal statement (with the exception of the final sentence, which is not a mandatory requirement) as an effective articulation of basic truths taught in Scripture. Recognizing the centrality and importance of Scripture as our ultimate authority to guide one through life, a student receiving a CIU degree must also affirm his or her belief in the doctrine of the inerrancy of the Scriptures.



Undergraduate Objectives

The objectives of our undergraduate college express specific ways in which we endeavor to accomplish our mission through helping students to develop in spiritual maturity, Bible knowledge, ministry skills, and general education. We take our mission and objectives seriously and have taken great care to state these objectives in terms that facilitate assessment. We conduct specific assessment activities each year, and results guide the institutional planning process, enabling us to make improvements that our evaluations indicate we need.

FOCUSED ON SPIRITUAL FORMATION *

Graduating students will demonstrate life change and spiritual maturation through spiritual formation in the following terms:

Graduating students should demonstrate a growing intimacy in their relationship with God, as evidenced in the areas of worship, prayerfulness, and faith.

Graduating students should demonstrate a biblical understanding of themselves rooted in Christ, as evidenced in the areas of confidence, self-discipline, and stability.

Graduating students should demonstrate a growing relationship with the body of Christ as evidenced in the areas of community, unity, and submission.

Graduating students should demonstrate a growing maturity in personal relationships, as evidenced in the areas of purity, faithfulness, and servanthood.

Graduating students should demonstrate a desire to serve God fully as they engage the world, as evidenced in the areas of kingdom or eternal perspective, conviction, and perseverance.

* The faculty recognizes that spiritual formation may be defined in various ways. After careful consideration, in 2005, the faculty defined spiritual formation as follows: "Spiritual formation is the divinely ordained transformational process by which the Holy Spirit leads believers to embrace the Lord Jesus Christ through the Word of God, and by that relationship become progressively more free from sin and more like Christ. The Spirit's formative work occurs in the context of a vital engagement with a community of believers."

FOCUSED ON BIBLE KNOWLEDGE

Graduating students must demonstrate a basic knowledge of the Bible in the following terms:

Graduating students will demonstrate basic understanding of the content and composition of the biblical revelation of God's

plan of salvation and program of redemption, including a basic grasp of the content, principles of interpretation, and theological teaching of the Bible.

Graduating students will demonstrate a thorough understanding of the biblical standards, principles, and provisions for Christ-like living.

Graduating students will demonstrate a basic grasp of the biblical mandate for world evangelization and the role and responsibility of each individual believer and local church in that enterprise.

FOCUSED ON MINISTRY SKILLS/PROFESSIONAL COMPETENCIES

Graduating students must demonstrate growth in identification, understanding, and refinement of ministry skills in the following terms:

Graduating students will evidence identification and understanding of their major spiritual gifts and abilities, and will evidence ability to use them effectively in ministry.

Graduating students will evidence integration of the cognitive aspects of learning with affective and behavioral aspects by demonstrating competence in development of ministry strategies, development and use of ministry materials, and adequate skill in methods and media of presentation appropriate to their individual academic specialization and vocational goals.

Graduating students will demonstrate development in and adequate reflection of traits and skills for spiritual leadership, such as commitment to the biblical priority of world evangelization, personal involvement in evangelizing the lost and promoting righteousness, justice, and mercy in society, dependability, creativity, initiative, vision, and a servant attitude in their field education and internship experiences.

Graduating students will demonstrate technical and human service skills by completing internships, practica, or other forms of direct service under professional supervision in their programs.

FOCUSED ON GENERAL EDUCATION

Graduating students will demonstrate development in general educational outcomes in the following terms:

Graduating students will evidence development in formation of a biblical worldview, which provides a framework for interpreting, integrating, and assimilating truth from various realms of revelation and human inquiry.

Graduating students will evidence achievement gains and proficiency parallel to students of comparable academic aptitude nationally in developing intellectual skills including proficiency in written and oral communication, problem solving, and clarifying values.

Graduating students will evidence achievement gains and proficiency parallel to students of comparable academic aptitude nationally in general educational content areas including functioning within social institutions, using mathematical data, using science and technology, and using the arts.

Graduating students will evidence commitment to the practice of lifelong learning.

LIFELONG LEARNING & LEADERSHIP CORE

LEADERSHIP DEVELOPMENT CORE COURSES

Principles for lifelong learning, spiritual formation and ministry, and leadership development are not found within a single discipline at CIU, rather we believe that leadership development for believers is inter-disciplinary, and they require a balance between knowledge, skill development, and life experiences. CIU believes every servant-leader needs foundational knowledge related to knowing oneself, the family, the Great Commission, Christ's Church, teaching and learning, personal character development, relational skills & ethics, the ability to handle the Word accurately, management principles, and living life victoriously because "His divine power has given us everything we need for life and godliness through our knowledge of Him" (II Peter 1:3).

Integrated throughout the degree curriculum for the first major in Bible are strategic courses that are foundational to leadership development for general ministry. These studies provide basic knowledge on which practical ministry and leadership skills can be refined through the ministry skills development program. Credit for some of these courses is counted within other areas of the curriculum (Bible or General Education) for they function as formative, developmental, and are content specific outside any traditional leadership designation. While many courses could be identified here, the courses listed below provide strategic content for a ministry-based, leadership development core:

COURSE NUMBER	COURSE TITLE	ASPECT OF LEADERSHIP DEVELOPMENT & GENERAL MINISTRY COMPETENCY ADDRESSED
SOC 1100	Personal Skills for College Success	Relational skills development in a college setting; orientation to CIU core values; aspects of spiritual formation; character development; basic servant leadership principles, and basic self-reflection skills
EVA 1110	Introduction to Evangelism	Relational skills to interact with people who do not hold a similar worldview; communication skills and tools to share good news about Jesus Christ; additional skills and tools to help newer believers grow in their faith; and the leadership skills to train others to engage and lead basic evangelism and discipleship ministry; competence and confidence are acquired with a specific field education experience following this course
ICS 1210	Introduction to World Christian Movement	Basic biblical principles that guide the development of the world Christian movement; an overview of Christianity and its spread throughout the world; and leadership skills in identifying human needs and structuring potential solutions in the name of Jesus
EDU 2310	Principles of Teaching and Learning	Biblical and research-based principles associated with the teaching and learning process; and the foundational skills each student needs to function as a teacher or mentor of others; the ability to communicate effectively to others; competence and confidence are acquired with a specific field education experience following this course
BIB 3420	Principles of Bible Interpretation	Hermeneutical principles needed so that the student can handle accurately the observation, interpretation, and application of Scripture in one's personal life and in discipling (life coaching) others
SOC 3740	Marriage and Family	Biblical, sociological and research-based foundations for marriage and family that provides knowledge by which a student develops a healthy understanding of courtship, marriage, parenting, and relational problem solving skills; a student will be able to do self-reflection upon the positive and negative aspects to his or her relational situations and history; the student should have the ability to maintain a healthy, stable home which is critical to biblical leadership
THE 4140	Ethics and Sanctification	Spiritual formation principles on which personal holiness, victorious Christian living, and ethical structures can be established; this frame of reference should help the student as he/she interacts with others based on the Word and guiding one's inner values associated with leadership

A student's second or professional major or minor requires additional course work and other curricular opportunities for learning that enhance professional development and leadership development within one's chosen vocation or calling.

Spiritual formation, while addressed throughout degree coursework, practical ministry skills development, and relationships with faculty members, is more clearly focused within the student's relationship on campus through Student Life and in one's relationships within one's faith community and/or local church. This includes residence life experiences, chapel programming, small groups, and other campus related activities addressed in other places throughout this Academic Catalog and in the Student Handbook.

PRACTICAL LEADERSHIP & MINISTRY SKILLS DEVELOPMENT

Upon the leadership core, learning labs, life coaching, and other external, experiential learning experiences provide students appropriate opportunities to integrate classroom learning with personal maturity, spiritual formation, and practical ministry skills. These experiences help students develop practical leadership skills that can be transferred into any professional discipline. This practical degree component, combined with the knowledge and skills from core leadership development courses, brings focus on personal competencies for ministry in the home, in the church, in the workplace, and in the community at large. The Ministry Skills Development program (sometimes called Field Education) helps students accomplish the following as he or she becomes a competent and confident servant leader throughout the four or more year process:

1. Develop personal reflection skills for positive human interaction
2. Improve public and private communication skills and confidence
3. Gain evangelism and disciple-making skills that are culturally relevant
4. Refine study skills related to God's Word so that one can effectively observe, interpret, and apply Scripture to life
5. Discover and develop one's personal spiritual gifts
6. Develop knowledge and skills to work with people of different backgrounds (age level, socio-economic, ethnic, and inter-cultural)
7. Develop basic leadership skills to manage a specific focused team of volunteers and/or paid staff in accomplishing ministry-related activities
8. Understanding, appreciate, and value local church ministry
9. Participate in a breadth of experiences in various ministry settings whereby basic ministry skills are used so that the student gains competence and confidence

Requirements vary with each professional major/minor; but in general, all students are required to register for field education during any regular semester in which six or more semester hours of academic work are taken, except the initial fall semester of enrollment. Within the bachelor's degree programs, all students must complete the following core requirements:

- Field Education in Evangelism (FED 2410)
- Field Education in Teaching (2 units) (FED 2420)
- A minimum of four units of selected Field Education experiences (FED 3410-3910) or program specific required Practicum or Internship opportunities
- Regular local church attendance and involvement
- Regular campus chapel program, special CIU conferences, and monthly day of prayer attendance and participation

All professional majors/minors have additional Field Education requirements (i.e., practicum or internship) beyond the core listed above. Below is a listing of unit requirements for every major or some minors available at the bachelor's degree level:

Bible Teaching	
Teaching	(3) *
Observation/Teaching	(1)
Biblical Languages	
Electives	(4)
Communication	
Communication	(4)
English (Applied English)	
Teaching	(1) *
Electives	(3)
Family and Church Education	
Teaching	(1) *
Family and Church Education	(2)
Electives	(1)
General Studies	
Electives	(4)
Humanities	
Electives	(4)
Intercultural Studies	
Teaching	(1) *
Cross-cultural Ministry	(2)
Electives	(1)
Middle Eastern Studies	
Cross-cultural Ministry	(2)
Electives	(2)
Music	
Music	(2)
Internship or Music	(2)
Pastoral Ministries	
Preaching/Pastoral Ministries	(4)
Psychology	
Psychology Practicum 1 & 2	(6)
Teacher Education	
Teaching	(3) *
Observation/Teaching	(1)
TEFL	
Teaching	(1) *
Cross-Cultural ministry	(2)
Elective	(1)
Youth Ministry	
Youth Ministry	(4)

If a student adds only a professional minor to a Bible major or adds more than one minor to the Bible major, then the program specific field education requirements are defined by the student's advisor. As a general rule, each student should complete one unit of Field Education for every semester in which the student is enrolled beginning the student's second semester. Each semester assumes the equivalent of a minimum of 12

weekly meeting or service sessions plus regular coaching labs and evaluation; and a teaching unit in field education assumes each student participates at some level in the teaching experience a minimum of eight lessons plus preparation time, regular coaching labs, and evaluation during the semester or field education experience.

Normally, no more than two units of Field Education should be accomplished on campus; and students are encouraged to seek a diversity of Field Education assignments as a means of exploring and reflecting upon their personal abilities, giftedness, and target audiences where they are most suited. While the University expects students to be involved in a local church throughout their time as students at CIU, the college faculty also expect that at least one unit of Field Education be supervised ministry within a local church setting.

Other opportunities for public service coordinated by Field Education include: volunteer service in the prison system, the juvenile justice system, nursing home, hospice and hospital care, children's ministry sponsored by organizations such as

Child Evangelism Fellowship, Bible teaching in local churches and other settings, participation in international mission trips or music ensembles, serving on the residence life leadership team in the dorms, tutoring students in local schools and community development centers, serving in non governmental organizations, and using performing arts in various settings for evangelism, spiritual encouragement, or representing the University.

All Field Education assignments must be approved by the Field Education office, and each student must have an approved supervisor who coaches and/or mentors the student throughout each semester. Failure to satisfactorily complete a Field Education unit places the student on academic probation even if the student's grade point average is perfect! For the CIU servant leader, knowing must always be balanced with serving.

BIBLE CERTIFICATE

Program Coordinator: Joel Williams

Dr. Williams is the chair of the Biblical Studies Division and works hard at making Scripture come to life. His specialization is New Testament. His delight is seeing his students effectively handling the Word whether or not the individual seeks traditional full time ministry.

Purpose:

The purpose of the Bible certificate program is to provide a basic course of study that will give students an opportunity to survey the entire Bible and to lay a foundation in basic doctrine, principles for Christian life and ministry, and a biblical worldview. The program satisfies the requirement of many mission agencies for one year of biblical studies. Upon satisfactory completion of the requirements, students are awarded a Bible certificate.

▼ PROGRAM OF STUDY		
FALL		
BIB 1110	Old Testament Survey	5
BIB ____	Bible Elective	3
SOC 1100	Personal Skills for College Success	1
ICS 1210	Introduction to the World Christian Movement	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
SPRING		
BIB 1120	New Testament Survey	3
BIB ____	Bible Elective	3
EVA 1110	Introduction to Evangelism	3
FED 2410	Field Education in Evangelism	1
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
THE 2110	Survey of Bible Doctrine	3

The Bible certificate is also available totally through the Independent Distance Learning (IDL) format with course substitutions approved by the academic dean's office. Please contact the college Admissions Office if you are interested.

Summary of Certificate Requirements

1. Minimum 17 hours of Bible/Theology.
2. Minimum 31 total semester hours credit.
3. Minimum cumulative 2.00 grade point average.
4. Satisfactory evidence of sound Christian character and doctrinal views. A student will not be accepted as a candidate for a certificate who denies any of the doctrines as stated in the Doctrinal Standard, who affirms error in Scripture, or who believes in the ultimate salvation of all people. (Exception: A candidate need not affirm the premillennial position expressed in Section 8 of the Doctrinal Standard.)
5. Application for certificate. (See "Applying for Degrees" in the Academic Life section.)
6. Payment of tuition, fees, and a graduation fee.

ASSOCIATE OF ARTS DEGREE

Program Coordinator: Joel Williams

Dr. Williams is the chair of the Biblical Studies Division and teaches New Testament courses and Greek. He is personable and deeply cares that his students fall in love with the Word. Joel works with other Bible faculty to ensure that an associate level student has adequate skills in handling the Word before they move on to other academic of life objectives.

Purpose:

For those who desire to obtain a basic understanding of the Bible, the principles of Bible interpretation, and essential Bible skills and background courses, CIU offers the Associate of Arts degree. Many students who obtain the associate of arts degree continue their education in other academic and professional fields at a different college or university.

Requirements for the Associate of Arts Total: 63

▼ Bible and Theology		26
BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
THE 2110	Survey of Bible Doctrine	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education		27
Foundation		(21)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2.....	3
General Education Distribution		(6)
Choose six semester hours total including one course from two of the three areas below. See course lists for the three areas on pages 20-23.		
a.) Humanities/Fine Arts		
b.) Natural Science/Information Science		
c.) Social/Behavioral Science		

▼ Leadership Development and General Ministry Skills		10
Foundation		(7)
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1
Field Education		(3)
FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2

Graduation Requirements

1. Minimum of 26 semester hours of Bible/Theology.
2. Minimum 63 total semester hours credit.
3. Minimum cumulative 2.00 grade point average.
4. Residence requirement: Complete a minimum of 16 semester hours of course work in residence at CIU and complete a minimum of two consecutive semesters in residence at CIU, earning at least six semester hours credit each semester, and a minimum of two Field Education credits.
5. Satisfactory evidence of sound Christian character and doctrinal views. A student will not be accepted as a candidate for a degree who denies any of the doctrines as stated in the Doctrinal Standard, who affirms error in Scripture, or who believes in the ultimate salvation of all people. (Exception: A candidate need not affirm the premillennial position expressed in Section 8 of the Doctrinal Standard.)
6. The reading of the Bible in its entirety at least once during the student's time of study. This reading may be done in conjunction with class assignments. Bible reading done in conjunction with courses transferred in from another school is accepted. A statement that Bible reading is completed is required for candidacy application.
7. Candidacy application. (See "Applying for Degrees" in the Academic Life section.) Students who withdraw their application after the published application deadline are obligated to pay the graduation fee.
8. Neither the graduate's diploma nor his transcript can be released until all financial obligations have been met.

Suggested Program of Study

Total minimum number of semester hours to graduate is 63. The program of study outlines all the core requirements along with semesters in which the student takes courses that satisfy the General Education Distribution requirements.

FIRST YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey*	BIB 1120	New Testament Survey*
SOC 1100	Personal Skills for College Success	ENG 1111	Research and Literature
ENG 1110	Written Composition	EVA 1110	Introduction to Evangelism
ICS 1210	Introduction to the World Christian Movement	FED 2410	Field Education in Evangelism
HIS 1210	Historical Perspectives on Culture and Civilization 1	HIS 1211	Historical Perspectives on Culture and Civilization 2
		THE 2110	Survey of Bible Doctrine*

SECOND YEAR			
FALL		SPRING	
BIB 3420	Principles of Bible Interpretation*	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute)
EDU 2310	Principles of Teaching and Learning	BIB 3616	Romans
FED 2420	Field Education in Teaching	COM 2110	Public Speaking
MAT 2310	Math Concepts and Quantitative Reasoning	FED 2420	Field Education in Teaching
THE 4140	Ethics and Sanctification*	THE 3700	Introduction to Apologetics*
___ ___	Gen. Ed. Distribution course	___ ___	Gen. Ed. Distribution course

*May be taken through the Independent Distance Learning (IDL) program at CIU.

BACHELOR'S DEGREE

This presentation of the bachelor's degree reflects the general template of degree requirements for a four year undergraduate degree program at CIU. This template provides an overview of the Bible major requirements, the General Education requirements, the Field Education requirements, and Spiritual Formation requirements for a bachelor's degree. For specific program requirements, we have listed the programs alphabetically by the professional major or minor.

Students who complete at least one year of study in a foreign language (biblical or modern) will be awarded the Bachelor of Arts degree. Students without a second language competency will receive the Bachelor of Science degree. In both cases, a bachelor's degree at CIU consists of five basic components:

- Degree core requirements in Bible and Theology, General Education, and Ministry Skills.
- At least one professional major or minor.
- Open electives.
- Field Education experiences approved for the specific program of study.
- Spiritual Formation requirements including campus chapel, local church involvement, and personal time with God.

These five components add up to a minimum of 128 semester hours and additional non credit requirements. The following sections outline these basic components:

The Three Components of a Bachelor's Degree

1. BACHELOR'S DEGREE CORE 78 credits

▼ Bible and Theology Major 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

* May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36

Beyond the major in Bible and another professional major/minor, the student broadens his or her educational horizons through the area of General Education. This component of a bachelor's degree includes both foundational courses and a General Education Distribution requirement:

	Foundation	24
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning*	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

*May be substituted with one of the following: MAT 3410 Research Statistics, or PHI 3120 Logic.

General Education Distribution 12

Each student must select at least 12 semester hours of course work beyond the Foundation General Education courses, including at least one course from each of the three General Education Distribution areas listed below. Course listed in each area are not exhaustive; other courses may meet category requirements, therefore, consult with your advisor. Some majors specify which courses should be taken to meet this requirement. Acceptable courses for the distribution requirement include general introductory courses within the disciplines represented in the area. Applications or skills courses do not satisfy this requirement. CIU courses that meet the distribution requirement criteria in each area are listed below.

a.) Humanities/Fine Arts

COM 2210	History of Communication and Media
COM 2760	Introduction to Performing Arts Ministries
COM 3410	Photography
COM 3510	Christians, Media, and Culture
COM 3420	Writing for the Media

ENG 2130	Creative Writing
ENG 3300	American Literature
ENG 3410	Shakespeare
ENG 3510	Western Literature Survey 1
ENG 3511	Western Literature Survey 2
ENG 3520	Five Great Novels
ENG 3540	Classics of Christian Literature
ENG 4530	Literature and Intercultural Studies
HIS 2310	U.S. History and Government
HIS 3110	History of the Christian Church
HUM 3221	Arts and Ideas
ICS 3110	Introduction to World Religions
MUS 3700	Music in Cross-Cultural Settings
	Music Ensemble*
	Music Private Lessons*
PHI 3120	Logic
PHI 3310	Ancient Philosophy
PHI 3320	Medieval Philosophy
PHI 3330	Modern Philosophy
SOS 3520	Social Studies & Bible Curriculum
	Foreign Language including Greek, Hebrew, American Sign Language, Spanish, and Russian*
	Study Tours, such as HUM 3888

*Students must complete at least one year of a foreign language, a music ensemble or private music lessons in order to count it toward the humanities distribution requirement.

b.) Natural Science/Information Science

BIO 2113/2101	Principles of Biology and Lab
MAT 3410	Research Statistics
COM 3720	Web Page Design and Development
CPT 2110	Introduction to Computers
PHI 3120	Logic
RES 3411	Research Methods and Designs
SCI 2313/2301	Principles of Physical Science and Lab
CPT 2111	Computer and Networking Systems

c.) Social/Behavioral Science

EDU 2110	Foundations of Education
EDU 3331	Nature of the Learner

ECN 2210	Economics I
ECN 2220	Economics II
HIS 2310	U.S. History
ICS 3140	Cultural Anthropology
PSY 2110	General Psychology
PSY 3330	Psychology of Learning
PSY 3370	Human Growth and Development
ASL 4301	Deaf Culture and Perspectives
YOU 3710	Counseling Youth and Families

▼ Leadership Development and General Ministry Skills 10

The College provides strategic courses, labs, life coaching, and external experiences to provide opportunities for students to integrate classroom learning with personal maturity, spiritual formation, and practical ministry skills. It is this practical degree component that most directly focuses on skill competencies for ministry in the home, in the church, in the workplace, and in the community at large.

Requirements will vary with each professional major/minor, but in general, all students are required to register for field education during any regular semester in which six or more semester hours of academic work are taken. Students are strongly encouraged to plan a cross-cultural experience into college experience. Some will do so for credit; others will simply join a short-term mission project. For more information, please consult the requirements listed under each program listed as "Practical Ministry Skills Development." The following list represents the core Leadership and Ministry Skills courses and field education experiences taken by all students pursuing a bachelor's degree:

	Foundation	(7)
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1
	Other courses have been identified in the curriculum for Leadership Development on page 14	
	Basic Field Education	(3)
FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of field education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of field education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

* Please note that credit for some leadership development courses are counted in other aspects of the degree requirement (i.e., Biblical Studies or General Education), but they should be viewed as critical to the mission of leadership development due to the foundational and developmental content.

2. PROFESSIONAL MAJOR/MINOR 18-45 credits

Beyond the degree core requirements explained above, each student working toward a bachelor's degree selects a professional major or minor. A student may take up to one professional major and/or two professional minors. Courses applied to any part of the bachelor's degree core may not also be applied to the requirements for a professional major or minor.

Each professional program has certain required foundational courses, including Field Education courses, and may have designated electives. A course applied to the requirements of any major or minor may also be applied to the requirements of a second minor if the course meets the requirements of both programs. The actual requirements for each major or minor are detailed in the following section of the catalog. The following programs are offered:

Biblical Languages
 Bible Teaching
 Applied English
 Christian Education
 (please see Family and Church Education)
 Communication
 Deaf Ministry (minor only)
 English (See Applied English)
 Family and Church Education (FACE)
 General Studies (major only) *
 Humanities
 Intercultural Studies
 Middle Eastern Studies

Missions (please see Intercultural Studies)

Music

Nursing (CIU Major is in General Studies with an associate's degree in Nursing from Midlands Technical College)

Outdoor Leadership (minor only)

Pastoral Ministries

Psychology

Radio Broadcasting (minor only)

Teacher Education (ACSI Certification)**

Teaching English as a Foreign Language (TEFL) (minor only)

Video Production (minor only)

Youth Ministry

* General Studies is only available to Cooperative Program students and those transferring a large number of credits into CIU seeking to complete a degree.

** The Teacher Education program at the bachelor's level is designed for ACSI Teacher Certification. The Graduate School offers a Master of Arts in Teaching program that allows one to complete state certification as a professional educator in what we call "The Four Plus" program.

3. OPEN ELECTIVES 0-27

Depending on the student's choice of major and/or minor(s), he/she will have a certain number of open electives to focus on areas of interest not covered by the other two components of the degree.

SUMMARY OF BACHELOR'S DEGREE REQUIREMENTS

1. Minimum 128 semester hours credit.
2. Minimum 32 semester hours of Bible and theology.
3. Minimum 36 semester hours of General Education.
4. Minimum 18 semester hours in an approved program of professional studies.
5. Minimum 30 semester hours of upper division courses.
6. Minimum cumulative 2.00 grade point average.
7. Residency requirements: minimum 32 semester hours in residence at CIU; minimum two consecutive regular semesters registered for at least six (6) semester hours credit during each semester.
8. Last courses of program requirement: 15 semester hours of CIU coursework
9. Satisfactory evidence of sound Christian character and

doctrinal views. A student will not be accepted as a candidate for a degree who denies any of the doctrines as stated in the Doctrinal Standard, who affirms error in Scripture, or who believes in the ultimate salvation of all people. (Exception: A candidate need not affirm the premillennial position expressed in Section 8 of the Doctrinal Standard.) See "The Meaning of a Degree," p.12.

10. The reading of the Bible in its entirety at least once during the student's time of study at CIU. This reading may be done in conjunction with class assignments. Bible reading done in conjunction with courses transferred in from another school is accepted. A statement that Bible reading is completed is required for candidacy application.

11. Candidacy application. (See "Applying for Degrees" in the Academic Life section.) Students who withdraw their application after the published application deadline are obligated to pay the graduation fee.
12. Neither the graduate's diploma nor his transcript can be released until all financial obligations have been met.
13. Review and affirmation regarding character, ethics, and fulfillment of obligations (finances, student life standards, etc.)



BACHELOR'S DEGREE— PROFESSIONAL MAJORS AND MINORS

Students who graduate with a bachelor's degree complete a major in Bible plus a major or minor in a professional field. We want to help students gain knowledge of the Word of God as well as professional training. In addition to the Bible major, a student may choose from several programs for his or her professional major or minor:

- Applied English
- Bible Teaching
- Biblical Languages
- Christian Education (please see Family and Church Education)
- Communication
- Deaf Ministry (minor only)
- English (please see Applied English)
- Family and Church Education (FACE)
- General Studies *
- Humanities
- Intercultural Studies
- Middle Eastern Studies
- Missions (please see Intercultural Studies)
- Music
- Nursing (major in General Studies at CIU with an associate's degree in nursing from Midlands Technical College)
- Outdoor Leadership (minor only)
- Pastoral Ministries
- Psychology
- Radio Broadcasting (minor only)
- Teacher Education (ACSI Certification) **
- Teaching English as a Foreign Language (TEFL) (minor only)
- Video Production (minor only)
- Youth Ministry

* General Studies is only available to Cooperative Program students and students transferring a large number of credits into CIU seeking to complete a degree.

** The Teacher Education program at the bachelor's level is designed for ACSI Teacher Certification. The Graduate School offers a Master of Arts in Teaching program that allows one to complete state certification as a professional educator in what we call "The Four Plus" program.

What if I am undecided about my program?

Some students come to CIU undecided about their majors but convinced that God would have them here studying. A suggested initial program of study for such students is outlined below. This outline provides a mix of biblical studies, training in Christian life and ministry, and General Education courses. The General Education courses work is typically required in any bachelor's degree program and so they offer a wise choice for those who are fairly sure that they will want to continue on with a bachelor's program. Students should plan to decide on a professional major/minor before the end of their second semester of study.

This program of study does not lead to a certificate from CIU. We recommend the Bible certificate for those who are interested in studying only for one year.

FALL		
BIB	1110	Old Testament Survey .....5
SOC	1100	Personal Skills for College Success .....1
ENG	1110	Written Composition .....3
ICS	1210	Introduction to the World Christian Movement .....3
HIS	1210	Historical Perspectives on Culture and Civilization 1 .....3
SPRING		
BIB	1120	New Testament Survey .....3
ENG	1111	Research and Literature .....3
EVA	1110	Introduction to Evangelism .....3
FED	2410	Field Education in Evangelism.....1
HIS	1211	Historical Perspectives on Culture and Civilization 2 .....3
—	—	General Education Distribution requirement .....3



APPLIED ENGLISH

See also minors in *English* and *Teaching English as a Foreign Language*

Program Coordinator: Mark Wenger

Language is integral to culture, and literature is one of the most complex cultural artifacts of a language. Teaching English for mission purposes requires familiarity with practical matters of language instruction, as well as ability to handle effectively significant works of literature in English. For these purposes, and others, CIU offers a major in applied English focusing on Literature and Teaching English as a Foreign Language (TEFL) to our students. An inter-disciplinary faculty of Mr. Mark Wenger, Mr. Steve Baarendse, Mr. Joe LeTexier, and Dr. Lindsay Hislop all share the responsibility of instructing and mentoring students in this English major, under the direction of Dr. Jack Layman who directs the Humanities program.

Purpose and Objectives

The Applied English major at Columbia International University prepares students to teach English effectively to nonnative speakers, whether in the United States or abroad, a vocation for which there is an ever increasing demand, and provides a basis upon which to build, through further study, a career in teaching English to native speakers, as well. Students who complete the major earn a certificate in teaching English as a Foreign Language (TEFL) while also gaining a solid foundation in major literary periods and works of Western Civilization, in general, and literary works within the English language, in particular.

In addition to receiving all that the general objectives, purposes, and requirements of the college provide, students completing the Applied English major will be able to:

- Exercise a basic understanding of applied linguistics.
- Apply practical understanding of the nature of language, language and culture, language learning, and the relationship between literature and culture.
- Make sound choices concerning materials, methods, and procedures for effective instruction of students in matters of communication in English, both written and spoken.
- Express and apply fundamental principles and rationale for using English language teaching as an effective means of crosscultural ministry.
- Guide others in understanding significant works of literature in the English language coming from the cultural traditions of Western Civilization for purposes of crosscultural communication, especially for ministry purposes.
- Articulate fundamental characteristics of American culture, examining them in light of Biblical principles.
- Explain and practice the means by which literature may be used as a lens through which to understand more clearly a culture, for purposes of intercultural communication and cooperation.

Requirements for a Major in Applied English Minimum: 128

1.	Bachelor's Degree Core	78
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See pages 20-22 for more details on core requirements.

▼ Bible and Theology	32
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BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 3613 Acts, BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study .

▼ General Education	36
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Foundation		(24)
COM 2110	Speech Communication: Theory and Practice	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

General Education Distribution (12)

Students choose 12 semester hours total, including one from each of three areas below (Humanities/Fine Arts, Natural Science/Information Science, and Social/Behavioral Science). See course lists for the three areas on page 20-22. For the Applied English major, the following courses are required for the General Education Distribution

a.) Humanities/Fine Arts:

HIS 2310 United States History and Government3

b.) Natural Science/Information Science:

c.) Social/Behavioral Science:

ICS 3140 Cultural Anthropology3

PSY 2110 General Psychology3

▼ Leadership Development and General Ministry Skills 10

Foundation (7)

EVA 1110 Introduction to Evangelism 3

ICS 1210 Introduction to the World Christian Movement3

SOC 1100 Personal Skills for College Success1

Other courses have been identified in the curriculum for Leadership Development on page 14

Basic Field Education (3)

FED 2410 Field Education in Evangelism1

FED 2420 Field Education in Teaching (taken twice or once with FED 2430)2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of field education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional 4 units of field education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

2. Applied English Major Courses 39

Foundation 33

EDU 2110 Foundations of Education.....3

EDU 3331 Nature of the Learner.....2

ENG 3300 American Literature.....3

ENG 3410 Shakespeare.....3

ENG 3510
OR 3511 Western Literature I or II.....3

ENG 4530 Literature and ICS.....3

FED 3410 Field Education in Ministry Concentration (taken four times)4

LNG 4471 Basic TEFL Techniques.....3

LNG 4472 Practical TEFL Techniques.....3

LNG 4473 Communicative TEFL Skills.3

LNG 4474 Advanced TEFL Techniques.....3

▼ Designated Electives (6)

ENG 2130 Creative Writing3

ENG 2240 Grammar for Language Learners3

ENG 3510
OR 3511 Western Literature I or II3

ENG 3520 Five Great Novels3

ENG 3540 Classics of Christian Literature3

ENG 3950 Faculty Directed Study in English (by director approval)3

HUM 4810 Humanities Seminar (by director approval)3

LNG 4440 Introduction to Linguistics and Bible Translation 3

PSY 3330 Psychology of Learning3

3. Open Electives 11

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of Applied English program requirements as described above.
3. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years or make the necessary adjustments. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years, beginning fall, 2006. Some courses in the Applied English major are offered on a rotating basis, therefore students planning on attending different semesters than these listed should consult with an academic advisor.

FRESHMAN YEAR

FALL 2006		SPRING 2007	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Intro to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
		PSY 2110	General Psychology .....3

SOPHOMORE YEAR

FALL 2007		SPRING 2008	
BIB 3420	Principles of Bible Interpretation* .....3	EDU 2110	Foundation of Education .....3
EDU 2310	Principles of Teaching and Learning .....3	ENG 3300	American Literature .....3
ENG 3510	Western Literature I**** .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute).....3
FED 2420	Field Education in Teaching .....1	COM 2110	Speech Communication .....3
MAT 2310	Math Concepts & Quantitative Reasoning .....3	FED 2420	Field Education in Teaching .....1
— —	Open elective, designated elective or Gen. Ed. Distribution course .....3	HIS 2310	US History and Government .....3
ENG 2240	Alternative Foundation course: Grammar for Language Learners***** .....(3)		

JUNIOR YEAR

FALL 2008		SPRING 2009	
ENG 3410	Shakespeare .....3	ENG 4530	Literature and Intercultural Studies .....3
FED 3410	Field Education elective .....1	FED 3410	Field Education elective .....1
ICS 3140	Cultural Anthropology .....3	BIB 3616	Romans.....3
LNG 4471	Basic TEFL Techniques .....3	THE 3302	Theology 2: Sin and Salvation.....3
SOC 3740	Marriage and Family.....3	THE 3700	Introduction to Apologetics .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	— —	Open elective, designated elective or Gen. Ed. Distribution course.....3
		ENG 3520	Designated Electives available (choose one): Five Great Novels .....(3)
		ENG 4330	Literature and ICS .....(3)
		PSY 3330	Psychology of Learning .....(3)

SENIOR YEAR

FALL 2009		SPRING 2010	
EDU 3331	Nature of the Learner .....2	LNG 4472	Practical TEFL Skills.....3
LNG 4473	Communicative TEFL Skills .....3	LNG 4474	Advanced TEFL Techniques .....3
FED 3410	Field Education elective .....1	FED 3410	Field Education elective .....1
BIB 4310	Progress of Redemption* .....3	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....9
THE 4140	Ethics and Sanctification* .....3	ENG 3511	Designated Electives available: Western Literature II** .....(3)
— —	Open electives, designated electives or Gen. Ed. Distribution courses .....3	ENG 3950	Faculty Directed Study in English.....(3)
ENG 3540	Designated Electives available: Classics of Christian Literature .....(3)	HUM 4810	Humanities Seminar .....(3)
ENG 3510	Western Literature I .....(3)	PSY 3330	Psychology of Learning .....(3)
LNG 4440	Intro. to Linguistics & Bible Translation .....(3)		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU. # Concentration courses are normally transferred in from another institution. They are shown here in order to make the Program of Study complete.]

BIBLE TEACHING

Program Director: Anita Cooper

Dr. Anita Cooper directs the Bible Teaching program, a program specifically designed to prepare students to teach the Bible in a school setting. Dr. Cooper joined the CIU team in 1985 and quickly endeared herself to students and colleagues alike. Her passion for training teachers internationally has taken her to Bible Colleges and Seminaries in Romania, Ukraine, and New Zealand. She pushes her students to strive for excellence, whether she is teaching them in the classroom or advising them at “Starbucks.”

Purpose and Objectives

The purpose of the Bible Teaching program is to develop the ministry skill of teaching Bible in Christian and public schools in North America, government missionary and international schools overseas, and other areas of Christian work where Bible teaching ministry is exercised. Graduates of this program receive the “all-level” certification in Bible from the Association of Christian Schools International (ACSI).

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Bible Teaching program are to develop the following teacher competencies:

- Teachers who understand the purpose of the Bible and how to prepare lessons and curriculum from the Bible that reflect sound principles of biblical interpretation.
- Teachers who formulate lesson and curricular objectives in line with the pattern of biblical revelation.
- Teachers who can design and teach curricula that integrate biblical truth into major disciplines such as philosophy, family life, and church history on a secondary level.
- Teachers with the ability to relate the principles of the Scripture being taught to the needs of individuals and groups.
- Teachers who have the ability to apply the principles of the teaching-learning process to the teaching of Bible.
- Teachers who have the ability to establish positive, professional relationships with supervisors, co-workers, parents, and students.

Admission into the Bible Teaching Program

The student is to do the following:

- Submit a preliminary application for admission to the program to the director of the Bible Teaching program during the spring semester of the sophomore year and have a personal interview with the director.
- Have a grade point average of 2.50 or above.

- Demonstrate an aptitude for Bible teaching through a field education assignment that has been approved by the director of the program. Continuation in the program is dependent upon the meeting of this requirement. Note that four core courses taught at the Graduate level. In order to complete the program, students must demonstrate to the Program Director the capacity for academic engagement and achievement commensurate with the advanced knowledge and skills required for a “first professional” degree.
- Receive an acceptable recommendation from the Field Education supervisor and from the appropriate personnel dean.
- Demonstrate evidence of emotional and physical health and stamina.
- Submit an application for student teaching during the spring semester of the junior year to the director of the Bible Teaching program.
- Pass a Tuberculin screening.

Admission into Student Teaching

Application for student teaching must be submitted to the director of the Bible Teaching program during the spring semester of the junior year, and students must maintain a 2.5 grade point average during this period. Students must have met all the criteria for participation in the program prior to the student teaching semester, including a Bible teaching assignment in Field Education during the junior year approved by the director of the Bible Teaching program.

Requirements for a Major in Bible Teaching

Minimum: 128

1.	BACHELOR'S DEGREE CORE	80
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See 20-22 for more details on core requirements.

▼ Bible and Theology	32
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BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3

THE 3302	Theology 2: Sin and Salvation.....3
THE 3700	Introduction to Apologetics .....3
THE 4140	Ethics and Sanctification .....3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 37-38

Foundation (24)	
COM 2110	Public Speaking .....3
EDU 2311	Teaching and Learning in the Classroom or
EDU 2310	Principles of Teaching and Learning .....3
ENG 1110	Written Composition .....3
ENG 1111	Research and Literature .....3
MAT 2310	Mathematics Concepts and Quantitative Reasoning .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3
HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOC 3740	Marriage and Family .....3

General Education Distribution (14)

The normal General Education Distribution requirement is 12 semester hours total including one course from each of the three areas below. For the Bible Teaching major, the following General Education Distribution courses are required. The four courses listed under the Natural Science/Information Science area are necessary to meet eligibility requirements for the Association of Christian Schools International (ACSI) Bible Certification.

a.) Humanities/Fine Arts:	
SOS 3520	Social Studies in the Bible Curriculum.....(3)
b.) Natural Science/Information Science:	
BIO 2113	Principles of Biology .....(3)
BIO 2101	Biology Lab .....(1)
SCI 2313	Principles of Physical Science .....(3)
SCI 2301	Principles of Physical Science Lab .....(1)

c.) Social/Behavioral Science:

Elect one of the following:

PSY 2110	General Psychology .....(3)
PSY 3370	Human Growth and Development .....(3)
EDU 3331	Nature of the Learner .....(2)
OR	
ICS 3140	Cultural Anthropology .....(3)

▼ Leadership Development and General Ministry Skills 10-11

Foundation (7)

EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1

Other courses have been identified in the curriculum for Leadership Development on page 14

Basic Field Education (3)

FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430) .....2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of field education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional 4 units of field education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

2. Bible Teaching Major Courses 38

BIB 3820	Bible for Teachers .....3
EDU 2110	Foundations of Education .....3
EDU 2450	Learning Environment and Classroom Management .....2
EDU 5451*	Methods of Teaching Bible .....3
EDU 5400*	Principles in Bible Curriculum Design .....3

EDU 5441*	Student Teaching Seminar: Bible Teaching ..3
EDU 5442*	Applied Methods of Teaching Bible .....3
EDU 4910	Directed Teaching in Bible .....9
PSY 3330	Psychology of Learning .....3
THE 4700	Advanced Christian Apologetics .....3
EDU 4400	Field Education in Bible Teaching (taken three times).....3

* The Bible Teaching Program Director will evaluate the student's readiness prior to admission into these four graduate level courses. Portfolio documentation of skills acquired is retained in student portfolios by the instructor of record in each course.

Graduation Requirements

1. Meeting of bachelor's degree requirement previously summarized, including Bible major, General Education core, Leadership and General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of at least 38 credits in Bible and theology (minimum 12 in theology).
3. Completion of sufficient electives to total 128 semester hours.
4. Successful passing of the Praxis II examinations during the senior year. Additional fees are required for this exam and certain other aspects of the Bible Teaching program.

3. OPEN ELECTIVES 10

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR

FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
—	—	—	Open elective .....3

SOPHOMORE YEAR

FALL		SPRING	
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
BIO 2113	Principles of Biology .....3	COM 2110	Public Speaking .....3
BIO 2101	Biology Lab .....1	FED 2420	Field Education in Teaching .....1
EDU 2311	Teaching and Learning in the Classroom .....3	PSY 2110	General Psychology** .....3
FED 2420	Field Education in Teaching .....1	SCI 2313	Principles of Physical Science .....3
MAT 2310	Math Concepts and Quantitative Reasoning .....3	SCI 2301	Physical Science Lab .....1
—	Open elective .....3	THE 3700	Introduction to Apologetics .....3

JUNIOR YEAR

FALL		SPRING	
BIB 3820	Bible for Teachers .....3	EDU 2110	Foundations of Education .....3
EDU 2540	Learning Environment and Classroom Management ..2	PSY 3330	Psychology of Learning .....3
EDU 4400	Field Education in Bible Teaching .....1	EDU 4400	Field Education in Bible Teaching .....1
SOC 3740	Marriage and Family .....3	BIB 3616	Romans .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	THE 3302	Theology 2: Sin and Salvation .....3
—	Open elective .....4	SOS 3520	Social Studies in the Bible Curriculum .....3

SENIOR YEAR

FALL		SPRING	
EDU 5451++	Methods of Teaching Bible .....3	EDU 5400++	Principles of Bible Curriculum Design .....3
EDU 5441++	Student Teaching Seminar: Bible Teaching .....3	EDU 5442++	Applied Methods of Teaching Bible .....3
EDU 4400	Field Education in Bible Teaching .....1	EDU 4910	Directed Teaching in Bible .....9
THE 4700	Advanced Christian Apologetics .....3		
BIB 4310	Progress of Redemption* .....3		
THE 4140	Ethics and Sanctification* .....3		

** The Bible Teaching Program Director will evaluate the student's readiness prior to admission into these courses. Portfolio documentation of skills acquired is retained in student portfolios by the instructor of record in each course.

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU.

Required Courses+ for a Minor in Bible Teaching — Total: 24

FALL SEMESTER COURSES		SPRING SEMESTER COURSES	
BIB 3820	Bible for Teachers .....(3)	EDU 5442++	Applied Methods of Teaching Bible .....(3)
EDU 5451++	Methods of Teaching Bible .....(3)	EDU 4910	Directed Teaching in Bible .....(9)
EDU 5441++	Student Teaching Seminar: Bible Teaching .....(3)	EDU 5400++	Principles of Bible Curriculum Design .....(3)

+ In addition, SOS 3520 Social Studies in the Bible Curriculum, EDU 2540 Learning Environment and Classroom Management, and PSY 3330 Psychology of Learning are highly recommended for the minor.

++ The Bible Teaching Program Director will evaluate the student's readiness prior to admission into these courses. Portfolio documentation of skills acquired is retained in student portfolios by the instructor of record in each course.

BIBLICAL LANGUAGES

Program Director: Joel Williams

Through a knowledge of the languages of the Bible — Hebrew, Aramaic, and Greek — students are able to grow in their ability to study the Bible for themselves. We want students to do more than just scratch the surface, so we give them the tools to dig deep into the Word of God. Dr. John Crutchfield and Dr. Bryan Beyer serve the program by teaching courses in Biblical Hebrew and Biblical Aramaic. Students take New Testament Greek from Dr. Joel Williams and Mr. Kevin McWilliams. Dr. Joel Williams directs the Biblical Languages program as well as serves as chair of the Biblical Studies Division.

Purpose and Objectives

The purpose of the Biblical Languages program is to train students thoroughly in the languages of the Bible. Students may then apply their training in such areas as Bible translation and exegesis, and/or use their training as a foundation for graduate work or research.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Biblical Languages program are to enable the student to do the following:

1. Master the basic grammar and syntax of the biblical languages.
2. Apply sound exegetical method to biblical texts by utilizing rules of grammar and syntax.
3. Effectively utilize standard language tools.
4. Produce accurate translations of biblical texts into English by applying language skills and using language tools.

Requirements for a Major in Biblical Languages Minimum: 128

1. Bachelor's Degree Core 78

See 20-22 for more details on core requirements.

▼ Bible and Theology 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3

THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36

Foundation (24)

COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

General Education Distribution (12)

Choose 12 semester hours total including one course from each of the three areas below. See course lists for the three areas on pages 20-22.

- a.) Humanities/Fine Arts
- b.) Natural Science/Information Science
- c.) Social/Behavioral Science

▼ Leadership Development and General Ministry Skills 10

Foundation (7)

EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1

Other courses have been identified in the curriculum for Leadership Development on page 14

Basic Field Education (3)

FED 2410	Field Education in Evangelism	1
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Field Education in Teaching
(taken twice or once with FED 2430)2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of field education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional 4 units of field education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

2. Biblical Languages Major Courses 33

GRE 3110	New Testament Greek Grammar and Reading 1	5
GRE 3111	New Testament Greek Grammar and Reading 2	5
GRE 4110	Exegesis of the Greek New Testament 1	3
GRE 4111	Exegesis of the Greek New Testament 2	3
HEB 3110	Biblical Hebrew Grammar and Reading 1.....	5
HEB 3111	Biblical Hebrew Grammar and Reading 1.....	5
ARM 4110	Biblical Aramaic.....	3
FED 3410	Field Education Electives (taken four times).....	4

3. Open Electives 17

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of the required 29 semester hours credit in Greek, Hebrew, and Aramaic.
3. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR

FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
		_____	Open Elective or Gen. Ed. Distribution course .....3

SOPHOMORE YEAR

FALL		SPRING	
GRE 3110	New Testament Greek Grammar and Reading 1 .....5	GRE 3111	New Testament Greek Grammar and Reading 2 .....5
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking .....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3

JUNIOR YEAR

FALL		SPRING	
FED 3410	Field Education Elective .....1	FED 3410	Field Education Elective .....1
GRE 4110	Exegesis of the Greek New Testament 1 .....3	GRE 4111	Exegesis of the Greek New Testament 2 .....3
SOC 3740	Marriage and Family .....3	THE 3302	Theology 2: Sin and Salvation .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	_____	Open electives or Gen. Ed. Distribution courses .....9
_____	Open elective or Gen. Ed. Distribution course .....6		

SENIOR YEAR

FALL		SPRING	
FED 3410	Field Education Elective .....1	ARM 4110	Biblical Aramaic .....3
HEB 3110	Biblical Hebrew Grammar and Reading 1 .....5	FED 3410	Field Education Elective .....1
BIB 4310	Progress of Redemption* .....3	HEB 3111	Biblical Hebrew Grammar and Reading 2 .....5
THE 4140	Ethics and Sanctification* .....3	BIB 3616	Romans .....3
_____	Open electives or Gen. Ed. Distribution courses .....5	_____	Open electives or Gen. Ed. Distribution courses .....6

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU.]

Preparation for Bible Translation

Biblical Languages majors who are looking ahead to a ministry in Bible translation work are encouraged to take ICS 3140 Cultural Anthropology. In addition, students should consider a summer of study with SIL International. For further information, see the Educational Opportunities section, p. 101.

Required Courses for a Minor in Biblical Languages — Total: 20

FALL SEMESTER COURSES

GRE 3110	New Testament Greek Grammar and Reading .....(5)
HEB 3110	Biblical Hebrew Grammar and Reading .....(5)

SPRING SEMESTER COURSES

GRE 3111	New Testament Greek Grammar and Reading .....(5)
HEB 3111	Biblical Hebrew Grammar and Reading .....(5)

COMMUNICATION

Program Director: Dan DeLozier

Dr. Dan DeLozier is the director of the Communication program. Since coming to CIU in 1995 to begin the Communication program, Dr. Dan has seen it grow from a handful of students to a vibrant, active program that offers a major in communication, minors in deaf ministries, radio broadcasting and video production. The academic focus and professional outcome of the Communication program is to prepare each Communication major to “*Communicate Christ Creatively*” in the marketplace, on the mission field, or in ministry.

Purpose and Objectives

The purpose of the Communication program is to assist students in the development of skills that will enable them to utilize appropriately and creatively the latest technology for the communication of the Gospel. Students majoring in the Communication program build a foundation for careers in radio broadcasting, missions, computer technology, media specialties, public relations, video production, photojournalism, church related ministries and deaf ministries.

A major in Communication coupled with a Bible major can provide the knowledge and skills necessary to minister in a rapidly changing world. One of the most exciting aspects of the Communication program includes the opportunity to have practical experience. These practical experiences are accomplished via internships and practica in the junior and senior year. Here the student learns to communicate more effectively and to facilitate the communication of others by being involved in a variety of activities.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Communication program include the following:

- Provide a biblical basis for identifying and evaluating principles of the communication arts and media from historical and contemporary practice.
- Survey the historical traditions of communication, emphasizing the role of the church and religion.
- Introduce the student to the scope of the communication field and its relevance to particular callings in various ministries and in missions.
- Survey international and intercultural forms of communication, developing appropriate skills for the use of selected media forms.
- Provide basic training in media production and programming.
- Supply a foundation for advanced study in communication.

Requirements for a Major in Communication

Minimum: 128

1. Bachelor's Degree Core 78

See pages 20-22 more details on core requirements.

▼ Bible and Theology 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36

Foundation		(24)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

General Education Distribution (12)
 Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22. For the Communication major, the following courses are required as part of the General Education Distribution.

	a.) Humanities/Fine Arts:	
	b.) Natural Science/Information Science:	
	c.) Social/Behavioral Science:	
PSY 2110	General Psychology	(3)
▼ Leadership Development and General Ministry Skills		10
	Foundation	(7)
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1
	Other courses have been identified in the curriculum for Leadership Development on pages 14	
	Basic Field Education	(3)
FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2
	Local Church Involvement	
	Every student is expected to select and actively participate in a local church during his/her-time as a student at CIU. It is the expectation that at least one unit of field education will occur within the local church as an expression of service.	
	Professional Program Requirements in Field Education	
	An additional 4 units of field education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.	

COM 3470	Integrated Marketing Communication	3
COM 3720	Web Page Design and Development	3
COM 4430	Professional Leadership	3
COM 4930	Internship in Communication	4
COM 4400	Field Education in Communication (taken four semesters).....	4
	Designated Electives	6
	Choose six hours of upper division courses from the COM program.	

3. Open Electives 18

The student may want to consider one of the Communication program's minors: Radio Broadcasting, Video Production, and Deaf Ministries. It is possible, though, to take any other program's minor.

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of the Communication major core courses and designated electives.
3. Completion of sufficient electives to total 128 semester hours

2. Communication Major Courses 32

COM 2210	History of Communication and Media	3
COM 3310	Communication Research, Theory and Design	3
COM 3420	Writing for the Media.....	3

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR

FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
ENG 1110	Written Composition .....3	ENG 1111	Research and Literature .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1.....3	EVA 1110	Introduction to Evangelism .....3
COM 2210	History of Communication and Media .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2.....3
SOC 1010	Personal Skills for College Success .....1	COM 3310	Communication Research, Theory and Design.....3
		FED 1100	Field Education .....1

SOPHOMORE YEAR

FALL		SPRING	
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	THE 3700	Introduction to Apologetics* .....3
ICS 1210	Introduction to the World Christian Movement* .....3	COM 2110	Public Speaking.....3
MAT 2310	Math Concepts and Quantitative Reasoning .....3	COM 3410	Writing for the Media .....3
COM 3720	Web Page Design and Development .....3	FED 2420	Field Education in Teaching .....1
FED 2410	Field Education in Evangelism .....1		<i>Required Gen. Ed. Distribution course:</i>
		___	Gen. Ed. Distribution course.....3

JUNIOR YEAR

FALL		SPRING	
PSY 2110	General Psychology .....3	THE 3302	Theology 2: Sin and Salvation.....3
THE 3301	Theology 1: God, Christ, Spirit .....3	BIB 3616	Romans.....3
SOC 3740	Marriage and Family.....3	COM 3470	Integrated Marketing Communication .....3
___	Open electives or Gen. Ed. Distribution courses.....6	COM 4930	Internship in Communication**.....4
COM 4400	Field Education in Communication.....1	___	Gen. Ed. Distribution course.....3
		COM 4400	Field Education in Communication.....1

SENIOR YEAR

FALL		SPRING	
BIB 4310	Progress of Redemption* .....3	COM ___	Designated elective .....3
THE 4140	Ethics and Sanctification* .....3	___	Open electives or Gen. Ed. Distribution course .....12
COM 4430	Professional Leadership .....3	COM 4400	Field Education in Communication.....1
COM ___	Designated elective .....3		
___	Open elective .....3		
COM 4400	Field Education in Communication.....1		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU. The internship **, although registered for in the spring of one's junior year, is normally completed in the summer of the junior year.]

Required Courses for a Minor in Communication — Total: 18

FALL SEMESTER COURSES

COM 4430	Professional Leadership .....(3)
COM 2210	History of Communication and Media .....(3)

SPRING SEMESTER COURSES

COM 3420	Writing for the Media .....(3)
COM 3470	Integrated Marketing Communication .....(3)
COM 3310	Communication Research, Theory and Design .....(3)

EITHER SEMESTER

COM ___	Designated elective in an upper division COM course (3)
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DEAF MINISTRY (minor)

Program Coordinator: Dan DeLozier

Coordination of this minor takes place within the Communication program under the direction of Dr. Dan DeLozier. This minor is selected by many Communication majors and Teacher Education majors. Key instructors for ASL are Paul and Holly May who are active interpreters and leaders within the deaf community of Columbia.

American Sign Language (ASL) is a natural, visual, non-spoken, non-universal language used by deaf people in North America. ASL has its own distinct grammatical structure and unique vocabulary. The shape, movement, and location of the hands, facial expressions and body are used to communicate non-verbally.

ASL is the native language and the binding cultural force for many deaf Americans, particularly those who are congenitally and profoundly deaf. ASL is not a derivative of English. Not only is it a full natural language, but it also has been at the core of a new literary tradition, both in poetry and theatre.

In addition to the opportunities to take ASL courses leading toward a minor, one year of ASL courses could meet the language requirement in the humanities/fine arts section of the General Education Distribution if not used to meet the actual requirements of a major or minor.

Purpose and Objectives

The Deaf Ministries curriculum emphasizes the acquisition of American Sign Language skills and a clear understanding of the deaf community. The curriculum will introduce the student to the structure, vocabulary, grammar and conversational skills of ASL as well as develop a biblical philosophy toward the deaf community. The curriculum provides a firm foundation in language, linguistics, culture and sign language skill formation.

- In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Deaf Ministry program include the following:
- Provide the student with a clear understanding of the deaf community and its needs, opportunities and accomplishments.
- Provide the student with a curriculum that emphasizes the acquisition of American Sign Language leading toward certification as an interpreter for the deaf.
- Give the student ministry opportunities in the deaf community, in secular as well as ministry related areas.
- Give the student the foundation needed to communicate with the deaf community using ASL.

Required Courses for a Minor in Deaf Ministry

Total: 18

Fall Semester Courses

ASL 3100	American Sign Language 1 .....(3)
ASL 4100	American Sign Language 3 .....(3)
ASL 4301	Deaf Culture and Perspectives .....(3)

Spring Semester Courses

ASL 3101	American Sign Language 2 .....(3)
ASL 4101	American Sign Language 4 .....(3)
ASL 4700	ASL Practicum .....(3)

ENGLISH (minor)

See also "Applied English" for a major

Program Coordinator: Steve Baarendse

Unlocking the beauty and power of written language is a primary goal of the English minor, but such a goal is also fundamental to any liberal arts education. Steve not only values literature from around the world, he teaches in such a way that is a clear complement to the serious study of so great a work as the Bible – which employs literary use of language on every page.

Purpose and Objectives

Students completing the English minor will have substantial study in the Western classics as well as introduction to more modern works from the European traditions and beyond, preparing them for further study, life-long abilities with ideas and beliefs, and effective use of literary inquiry in the many areas of life for which a university education prepares them. Electives are flexible, allowing students to choose areas of greatest interest, while core courses lay a foundation of ability with works widely recognized as fundamental to critical thinking and understanding of the modern world.

In addition to receiving all that the general objectives, purposes, and requirements of the college provide, students completing the English minor gain:

1. Broad exposure to literature and culture.
2. Directed experience in using the Bible as the source of integration for knowledge and understanding.
3. Practical preparation for further study and education through extended exposure to a primary part of a liberal arts education.
4. Conscientious assistance in developing a Christian worldview.
5. In-depth introduction to literary studies, opening opportunities for further study or use of such ability in vocational or private pursuits.

Required Courses for a Minor in English

Total: 18

1. Minor Core Requirements * (12 hours)

Choose any four of these six:

Fall Semester Courses

ENG 3510	Western Literature Survey 1 .....(3)
ENG 3410	Shakespeare .....(3)

Spring Semester Courses

ENG 3511	Western Literature Survey 2 .....(3)
ENG 3520	Five Great Novels .....(3)
ENG 3300	American Literature .....(3)
ENG 4530	Literature and Intercultural Studies .....(3)

Students completing the English minor along with a major in Humanities will have the Humanities requirement for two Upper-level literature courses in the Humanities foundation waived.

2. Designated Electives (6 hours)

Choose two courses – from the list below or from the two courses not selected for the required core:

BIB 3613	Acts .....(3)
BIB 4117	Wisdom Literature .....(3)
BIB 4503	Genesis .....(3)
BIB 4538	Psalms .....(3) or BIB 5539 Psalms (IDL course)
BIB 4610	The Gospel of John .....(3)
ENG 2130	Creative Writing .....(3)
ENG 3540	Classics of Christian Literature .....(3)
ENG 3950	Faculty Directed Study in English .....(3)
HUM 4810	Humanities Seminar .....(3)
LNG 5170	General Linguistics .....(3)

The English minor can well complement the following majors:

- Biblical Languages
- Communication
- Family and Church Education
- General Studies
- Humanities
- Intercultural Studies
- Middle Eastern Studies
- Psychology
- Teacher Education

FAMILY AND CHURCH EDUCATION

Program Director: Terry Powell

Dr. Terry Powell directs the Family and Church Education program and brings a wealth of experience to his position. Students find him easy to get to know, and he often takes students with him to outside ministry engagements. He joined the CIU team in 1981.

Purpose and Objectives

The purpose of the Family and Church Education program is to prepare competent leaders who will serve local churches or parachurch organizations in a vocational capacity. The intent is to prepare leaders who can administer the total educational program of a church, who can specialize in a particular age-level or target-group ministry, or who can serve the needs of family units within a congregation or community. The major is marked by variety, flexibility, and practicality.

After completing the FACE program, the student will be able to:

- Establish a church program based on a biblical philosophy of leadership and ministry, which will serve as a reference point for church program planning and use of personal time.
- Prepare Bible lessons in an educationally and biblically sound manner, and communicate those lessons effectively to various age groups and population segments.
- Identify the distinctive characteristics, needs, and developmental tasks of children, youth, and adults, plus the social trends that affect ministry to these groups.
- Plan specific programs or ministry events on the basis of biblical goals for the church, target group needs, and written aims.
- Cultivate skills useful in maintaining healthy personal relationships and conflict management.
- Identify personal strengths and weaknesses in the areas of character development, administrative abilities, and communication.
- Motivate and train believers to succeed in their various ministries, whether in the church program or in the community.
- Locate and evaluate educational products and resource organizations that strive to assist the church in accomplishing its objectives.

Requirements for a Major in Family and Church Education **Minimum: 128**

1.	Bachelor's Degree Core	78
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See pages 20-22 for more details on core requirements.

▼ Bible and Theology		32
BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education		36
Foundation		(24)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3
General Education Distribution		(12)
Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22.		
a.) Humanities/Fine Arts		

- b.) Natural Science/Information Science
- c.) Social/Behavioral Science

- FCE 4400 Field Education in FACE (taken twice).....2
- YOU 2110 Foundations of Youth Ministry3

▼ Leadership Development and General Ministry Skills 10

Foundation (7)	
EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1
Other courses have been identified in the curriculum for Leadership Development on page 14	
Basic Field Education (3)	
FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430) .....2
Local Church Involvement	
Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of field education will occur within the local church as an expression of service.	
Professional Program Requirements in Field Education	
An additional 4 units of field education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.	

▼ Designated Electives (Ministry Skills Package) 12

Students who opt for the FACE major must design a Ministry Skills Package consisting of at least 12 semester hours. This package will contribute to the development of a professional ministry competency in addition to the Christian education specialty offered in the major's core courses. At least three courses (nine semester hours) of the Ministry Skills Package must be related to a single field of endeavor and are subject to approval by the FACE department faculty. Possible areas include:

- Bible Teaching
- Camp/Recreation Ministry
- Children's Ministry
- Communication
- Counseling
- Deaf Ministry
- Early Childhood Development
- Focus on the Family Institute*
- Information Systems Networking (through CIU's cooperative agreement with Midlands Technical College)
- Intercultural Studies
- Music
- Pastoral Ministry
- Teacher Education (school-related)
- Teaching English as a Foreign Language (TEFL)
- Video Production
- Youth Ministry

*Students who have a particular interest in family ministries should consider a semester of study at the Focus on the Family Institute in Colorado Springs, Colorado. For further information, see the "Educational Opportunities" section on p. 98. This experience can count toward a FACE major's Ministry Skills Package.

2. FACE Major Courses 37

▼ Foundation 25

FCE 2260	Biblical Foundations for Personal and Ministry Development.....3
FCE 3510	Ministry to Children .....3
FCE 3710	Ministry to Adults .....3
FCE 4441	Leading Effective Bible Studies .....3
FCE 4820	Church Leadership and Administration.....3
FCE 4930	Internship in Ministry .....3
FED 3410	Field Education Electives (taken twice) .....2

3. Open Electives 13

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of the Family and Church Education requirements as described above.
3. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
— —		— —	Open elective or Gen. Ed. Distribution course .....3
SOPHOMORE YEAR			
FALL		SPRING	
FCE 3510	Ministry to Children (even years) .....3	FCE 2260	Biblical Foundations for Personal and Ministry Development .....3
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking .....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3
— —	Open elective, designated elective, or Gen. Ed. Distribution course .....3	— —	Open elective, designated elective, or Gen. Ed. Distribution course .....3
JUNIOR YEAR			
FALL		SPRING	
FCE 3710	Ministry to Adults (odd years) .....3	FCE 4930	Internship in Ministry** .....3
FCE 4441	Leading Effective Bible Studies .....3	FED 3410	Field Education Elective .....1
FED 3410	Field Education Elective .....1	YOU 2110	Foundations of Youth Ministry .....3
SOC 3740	Marriage and Family .....3	BIB 3616	Romans .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	THE 3302	Theology 2: Sin and Salvation .....3
— —	Open elective, designated elective, or Gen. Ed. Distribution course .....3	— —	Open electives, designated electives, or Gen. Ed. Distribution courses .....3
SENIOR YEAR			
FALL		SPRING	
FCE 4400	Field Education in FACE .....1	FCE 4820	Church Leadership and Administration .....3
BIB 4310	Progress of Redemption* .....3	FCE 4400	Field Education in FACE .....1
THE 4140	Ethics and Sanctification* .....3	— —	Open electives, designated electives, or Gen. Ed. Distribution courses .....13
— —	Open electives, designated electives, or Gen. Ed. Distribution courses .....9		

Courses in **BOLD** represent those required for the major. Courses with "*" may be taken through the Independent Distance Learning program at CIU. Courses with "***" may be completed during the school year or in the summer.]

Required Courses for a Minor in Family and Church Education — Total: 18

FALL SEMESTER COURSES		SPRING SEMESTER COURSES	
FCE 3510	Ministry to Children .....(3) (even years)	FCE 2260	Biblical Foundations for Personal and Ministry Development .....(3)
FCE 3710	Ministry to Adults .....(3) (odd years)	FCE 4820	Church Leadership and Administration .....(3)
FCE 4441	Preparing and Presenting Bible Lessons .....(3)	YOU 2110	Foundations of Youth Ministry .....(3)



GENERAL STUDIES

Program Coordinator: Mark Wenger

Mr. Wenger loves English, and he loves students. He followed a somewhat circuitous route to CIU in 2001. Raised in Latin America, then off to University of South Carolina, China, Zimbabwe, (where his wife Debbie, grew up), and South Korea. He understands how some students may find the path to service does not always follow a traditional track.

The General Studies major is AVAILABLE ONLY to students transferring in a significant amount of course work from other accredited and/or approved academic institutions, as well as to students who choose to participate in a cooperative program with a community college.

1. **Transfer Students.** Some students may transfer to CIU sensing the Lord's direction with a variety of courses completed at another institution. Some come with concentrations (18 hours or more in a specified area of study) from other approved academic institutions and complement them with coursework taken at CIU. This array of options provides students with maximum flexibility in designing a program of general preparedness for ministry, equipping and releasing people to serve God wherever He places them.

2. **Community College Graduates.** Some students may choose from a variety of professional and technical concentrations, certificates, and associate degree programs available through a community college. In these programs, students, with significant course work at a community college, will apply coursework toward a bachelor's degree at Columbia International University with a concentration in a specific area (i.e., nursing or criminal justice, or electronics).

A more detailed description of the cooperative program in Nursing with Midlands Technical College is found in this catalog listed under "Nursing Program." The following is a sampling of certificate or associate degree programs available through a local community college, Midlands Technical College:

- Accounting
- Automotive Technology
- Commercial Graphics
- Computer Technology
- Court Reporting
- Criminal Justice
- Dental Hygiene
- Electronics
- Gerontology
- Health Information Management
- Human Services (Associate in Public Service)
- Legal Assistant/Paralegal
- Medical Laboratory Technology

- Office Systems Technology
- Pharmacy Technology
- Physical Therapist Assistant
- Radiologic Technology
- Respiratory Care
- Surgical Technology
- Telecommunications Systems

Purpose and Objectives

The purpose of the General Studies major is to provide students with a professional program in which they may combine study from a variety of academic, professional, or technical fields to fit their individual needs and professional ministry goals. The General Studies program is well suited for the non-traditional age, undergraduate student who needs flexibility in program design recognizing that education not from CIU may be significant in preparing the student for ministry.

The General Studies program allows for a wide range of courses but requires at least 18 semester hours within an area of concentration.

Requirements for a Major in General Studies Minimum: 128

1.	Bachelor's Degree Core	78
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See pages 20-22 for more details on core requirements.

▼	Bible and Theology	32
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BIB	1110	Old Testament Survey	5
BIB	1120	New Testament Survey	3
BIB	3420	Principles of Bible Interpretation	3
BIB	3421	Principles of Biblical Exegesis and Exposition*	3
BIB	3616	Romans.....	3
BIB	4310	Progress of Redemption	3
THE	3301	Theology 1: God, Christ, Spirit	3
THE	3302	Theology 2: Sin and Salvation.....	3
THE	3700	Introduction to Apologetics	3
THE	4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education		36
	Foundation	(24)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3
	General Education Distribution	(12)
	Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22.	
	a.) Humanities/Fine Arts	
	b.) Natural Science/Information Science	
	c.) Social/Behavioral Science	

▼ Leadership Development and General Ministry Skills		10
	Foundation	(7)
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1
	Other courses have been identified in the curriculum for Leadership Development on pages 14	
	Basic Field Education	(3)
FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2
	Local Church Involvement	
	Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.	

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

2.	General Studies Major Courses	22
▼ Concentration		18
	Completion of 18-semester-hour concentration in an approved area of study.	
▼ Field Education		4
	Four Field Education electives (FED 3410)	
3.	Open Electives	28

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of 18-semester-hour concentration in an approved area of study.
3. Completion of 30 semester hours of upper division (3000 level or higher) courses.
4. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years, but adjustments are necessary for transfer students.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
— —	— —	— —	Open elective or Gen. Ed. Distribution course .....3
SOPHOMORE YEAR			
FALL		SPRING	
— —	Concentration course #3	— —	Concentration course #3
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking.....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3
— —	Open elective or Gen. Ed. Distribution course .....3	— —	Open elective or Gen. Ed. Distribution course .....3
JUNIOR YEAR			
FALL		SPRING	
— —	Concentration course #3	— —	Concentration course #3
FED 3410	Field Education Elective .....1	FED 3410	Field Education Elective .....1
SOC 3740	Marriage and Family.....3	BIB 3616	Romans.....3
THE 3301	Theology 1: God, Christ, Spirit .....3	THE 3302	Theology 2: Sin and Salvation.....3
— —	Open electives or Gen. Ed. Distribution courses.....6	— —	Open electives or Gen. Ed. Distribution courses.....6
SENIOR YEAR			
FALL		SPRING	
— —	Concentration course #3	— —	Concentration course #3
FED 3410	Field Education Elective .....1	FED 3410	Field Education Elective .....1
BIB 4310	Progress of Redemption* .....3	— —	Open electives or Gen. Ed. Distribution courses.....6
THE 4140	Ethics and Sanctification* .....3		
— —	Open electives or Gen. Ed. Distribution courses.....6		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU. # Concentration courses are normally transferred in from another institution. They are shown here in order to make the Program of Study complete.]



HUMANITIES

Program Director: Jack Layman

Dr. Jack Layman, serves as the director of the Humanities program. He joined the CIU faculty in 1983 having served in private school education in Africa as well as in the United States. He models an inter-disciplinary approach to learning and teaches in the areas of Bible, history, and education. Other key resident faculty within this program and the related General Education courses for other undergraduate programs include: Mr. Steve Baarendse, Mr. Mark Wenger, and Dr. Glenn Gentry.

Purpose and Objectives

The primary purpose of the Humanities program is to assist students as they prepare for graduate study, including seminary education, by helping them develop a Christian worldview.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Humanities program are as follows:

- To provide exposure to basic areas of study in philosophy, literature, culture and language.
- To help students to use the Bible as the source of integration for various fields of knowledge.
- To prepare students for further study and education through a broader exposure to general liberal arts education.
- To assist students in their ability to develop a Christian worldview in the context of our culture.
- To stimulate an interest in various cultures.

Requirements for a Major in Humanities

Minimum: 128

1. Bachelor's Degree Core 78

See pages 20-22 for more details on core requirements.

▼ Bible and Theology 32	
BIB 1110	Old Testament Survey .....5
BIB 1120	New Testament Survey .....3
BIB 3420	Principles of Bible Interpretation .....3
BIB 3421	Principles of Biblical Exegesis and Exposition* .....3
BIB 3616	Romans.....3
BIB 4310	Progress of Redemption .....3
THE 3301	Theology 1: God, Christ, Spirit .....3
THE 3302	Theology 2: Sin and Salvation.....3
THE 3700	Introduction to Apologetics .....3
THE 4140	Ethics and Sanctification .....3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36	
Foundation (24)	
COM 2110	Public Speaking .....3
EDU 2310	Principles of Teaching and Learning .....3
ENG 1110	Written Composition .....3
ENG 1111	Research and Literature .....3
MAT 2310	Mathematics Concepts and Quantitative Reasoning .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3
HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOC 3740	Marriage and Family .....3
General Education Distribution (12)	
Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22.	

- a.) Humanities/Fine Arts
- b.) Natural Science/Information Science
- c.) Social/Behavioral Science

▼ Leadership Development and General Ministry Skills 10

Foundation (7)

EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1

Other courses have been identified in the curriculum for Leadership Development on pages 14

Basic Field Education (3)

FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on pages 15. Please refer to those requirements or review the specifics listed in each program.

2. Humanities Major Courses 38

▼ Foundation 28-32

The following courses build upon the foundation laid in the General Education foundation courses: HIS 1210 and HIS 1211.

ENG ____	Upper-level literature course* **	3
ENG ____	Upper-level literature course* **	3
FED 3410	Field Education Electives (taken four times) ..	4

HUM 4810	Humanities Seminar	3
HUM 3888	Western Man Study Tour	3
Any two of the following four are required:		
PHI 3310	Classic Philosophy	3
PHI 3320	Medieval Philosophy	3
PHI 3330	Modern Philosophy	3
HUM 3221	Arts and Ideas	3
— —	One year (two semesters) of a foreign language***	6-10

*ENG 4650 Children's Literature in World Cultures does not count toward this requirement.

** For students completing a minor in English along with a major in Humanities, the requirement for the two Upper-level literature courses is waived.

***Any foreign language may be studied, including but not limited to: American Sign Language (ASL 3100 and 3101), Biblical Hebrew (HEB 3110 and 3111), NT Greek (GRE 3110 and 3111), Russian (RUS 3115 and 3116), and Spanish (SPA 2110 and 2120).

▼ Designated Electives 6

A major in Humanities requires students to take 6-10 elective hours in approved humanities courses — that is, courses in philosophy, literature, culture, language, history or fine arts — in order to bring the total number of hours of the major to 38. The number of designated elective hours will vary depending on the number of hours taken in a foreign language. Courses at CIU that meet this requirement include those listed below:

BIB 2250	New Testament Backgrounds	(3)
HIS 3110	History of the Christian Church	(3)
ENG 2130	Creative Writing	(3)
ENG 3300	American Literature	(3)
ENG 3410	Shakespeare	(3)
ENG 3520	Five Great Novels	(3)
ENG 3540	Classics of Christian Literature	(3)
ENG 4530	Literature and Intercultural Studies	(3)
ICS 3110	Introduction to World Religions	(3)
ICS 3140	Cultural Anthropology	(3)
MUS 4200	History of Western Music	(3)
MUS 4202	History of Music in the Christian Church	(3)
PHI 3120	Logic	(3)
ENG 3510	Western Literature I	(3)
ENG 3511	Western Literature II	(3)

PHI 3310	Classical Philosophy	(3)
OR		
PHI 3320	Medieval Philosophy	(3)
PHI 3330	Modern Philosophy	(3)
HUM 3221	Arts and Ideas	(3)
HIS 2310	United States History and Government	(3)
SOC 3510	Contemporary Social Issues	(3)
THE 4700	Advanced Apologetics	(3)

3. Open Electives

12

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of Humanities program requirements as described above.
3. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. Humanities majors are encouraged to spend the Spring Semester of their Junior year in the Study Abroad program in Germany. The program is designed in such a way as not to extend the length of the college experience. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
		— —	Open elective, designated elective or Gen. Ed. Distribution course .....3
SOPHOMORE YEAR			
FALL		SPRING	
PHI 33__	Philosophy Designated Elective .....3	PHI 33__	Philosophy Designated Elective .....3
OR		BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
HUM 3221	Arts and Ideas .....3	COM 2110	Public Speaking .....3
BIB 3420	Principles of Bible Interpretation* .....3	FED 2420	Field Education in Teaching .....1
EDU 2310	Principles of Teaching and Learning .....3	THE 3700	Introduction to Apologetics* .....3
FED 2420	Field Education in Teaching .....1	— —	Open elective, designated elective or Gen. Ed. Distribution course .....6
MAT 2310	Math Concepts and Quantitative Reasoning .....3		
— —	Open elective, designated elective or Gen. Ed. Distribution course .....3		
JUNIOR YEAR			
FALL		SPRING	
FED 3410	Field Education elective .....1	FED 3410	Field Education elective .....1
— —	Foreign Language .....3-5	— —	Foreign Language .....3-5
SOC 3740	Marriage and Family .....3	BIB 3616	Romans .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	THE 3302	Theology 2: Sin and Salvation .....3
— —	Open electives, designated electives or Gen. Ed. Distribution courses .....4-6	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....4-6
		OR	
SPRING OR SUMMER		THE 3950	Faculty Directed Study in Theology 2** .....3
HUM 3888	Western Man Study Tour .....3	SOS 3950	Faculty Directed Study in German History and Culture** .....6
			Designated BIB/THE IDL Course(s)** .....3-6
SENIOR YEAR			
FALL		SPRING	
ENG —	Upper-level Literature course .....3	ENG —	Upper-level Literature course .....3
FED 3410	Field Education elective .....1	FED 3410	Field Education elective .....1
BIB 4310	Progress of Redemption* .....3	HUM 4810	Humanities Seminar .....3
THE 4140	Ethics and Sanctification* .....3	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....9
— —	Open electives, designated electives or Gen. Ed. Distribution courses .....6		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU. Courses with ** may be taken as part of an optional semester of study at Korntal in Germany.]

Required Courses for a Minor in Humanities — Total: 18

One of the following three philosophy courses:	Designated Electives .....(15)
PHI 3310 Classical Philosophy .....(3)	Refer to the list of designated electives under the major.
PHI 3320 Medieval Philosophy .....(3)	
PHI 3330 Modern Philosophy .....(3)	

INTERCULTURAL STUDIES (MISSIONS)

Program Director: Kevin McWilliams

Mr. Kevin McWilliams, director of the Intercultural Studies program, received his missions training at Columbia International University. Prior to joining the faculty in 1996, he and his family served as missionaries in the West Indies, where he helped develop and conduct training programs for equipping church leaders for ministry. He has also served as a youth pastor and a church-planting pastor. Others involved in this strategic program on campus include: Mr. Joe LeTexier, Mr. Cliff Bedell, and Dr. Christopher Little.

Purpose and Objectives

The purpose of the Intercultural Studies program at CIU is to prepare students for ministries in cross-cultural situations. The courses and requirements are therefore designed to provide a professional program of study for those expecting to participate in some aspect of world evangelization in cross-cultural situations.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Intercultural Studies program are to develop in students the skills and knowledge necessary to do the following:

- Communicate the gospel effectively and appropriately in varying situations.
- Penetrate and appreciate customs and cultures different from the student's own, and anticipate the adjustments necessary to enter and minister in a different culture.
- Apply basic principles and practices of missionary work in respect to relationships with associates, with nationals, with the mission administration, and with the national church.
- Articulate current missiological concepts and strategies and apply theological, historical, and anthropological principles in planning for evangelism, nurture of believers, and leadership training in a different culture.

Requirements for a Major in Intercultural Studies **Minimum: 128**

1. Bachelor's Degree Core **78**

See pages 20-22 for more details on core requirements.

▼ Bible and Theology **32**

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3

BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Survey, or BIB 46__ NT Book Study.

▼ General Education **36**

Foundation **(24)**

COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

General Education Distribution **(12)**

Choose 12 semester hours total including one course from each of the three areas below. See course lists for the three areas on pages 20-22. For the Intercultural Studies major, the following courses are required as part of the General Education Distribution:

- a.) Humanities/Fine Arts:**
- ICS 3110 Introduction to World Religions(3)
- b.) Natural Science/Information Science**
- c.) Social/Behavioral Science:**
- ICS 3140 Cultural Anthropology(3)

▼ Leadership Development and General Ministry Skills 10

	Foundation	(7)
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1
	Other courses have been identified in the curriculum for Leadership Development on page 14	
	Basic Field Education	(3)
FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2
	Local Church Involvement	
	Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.	
	Professional Program Requirements in Field Education	
	An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.	

2. Intercultural Studies Major Courses 37

	Foundation	25
BIB 3613	Acts	3
BIB 3820	Bible for Teachers	3
ICS 2100	Foundations for Missions.....	3
ICS 3810	Developing the Church	3
ICS 4720	Seminar in Missionary Realities.....	3
ICS 4930	Missions Internship	3
LNG 4475	Introduction to Language Learning	3
FED 3410	Field Education Electives (taken twice)	2
ICS 4400	Field Education in Intercultural Studies.....	2

▼ Designated Electives (Ministry Skills Package) 12

Students in the Intercultural Studies major must design a Ministry Skills Package consisting of at least 12 semester hours. This package will contribute to the development of a professional skill in ministry appropriate to their individual gifts and ministry objectives. If the student completes a minor along with a major in ICS, the requirement for the Ministry Skills Package is waived. If the student does design a Ministry Skills Package, at least two courses (6 semester hours) must be related to a single field of endeavor. The package is subject to approval by the Intercultural Studies program faculty. The following possibilities are representative of the areas in which a Ministry Skills Package may be developed:

- Bible Teaching
- Biblical Languages
- Camp/Recreation Ministry
- Communication
- Counseling
- Cross-Cultural Communication
- EduVenture, Indonesia
- Ethnomusicology
- Evangelism
- Family and Church Education
- Middle Eastern Studies
- Music
- Pastoral Ministry
- Teaching English as a Foreign Language (TEFL)
- Youth Ministry

3. Open Electives 13

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of the Intercultural Studies program requirements as described above.
3. Completion of sufficient electives to total 128 semester hours.
4. For the major, completion of a short-term (minimum of six weeks) cross-cultural internship in an approved program.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR

FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
		— —	Open elective, designated elective or Gen. Ed. Distribution course .....3

SOPHOMORE YEAR

FALL		SPRING	
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking .....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3
— —	Open elective, designated elective or Gen. Ed. Distribution course .....6	ICS 3110	Required General Education Distribution course: Introduction to World Religions .....3
ICS 2100	Foundations for Missions .....3		

JUNIOR YEAR

FALL		SPRING	
BIB 3613	Acts .....3	FED 3410	Field Education Elective .....1
FED 3410	Field Education Elective .....1	ICS 3810	Developing the Church .....3
SOC 3740	Marriage and Family .....3	ICS 4930	Missions Internship**** .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	BIB 3616	Romans .....3
	Required General Education Distribution Course:	THE 3302	Theology 2: Sin and Salvation .....3
ICS 3140	Cultural Anthropology .....3	— —	Open elective, designated elective or Gen. Ed. Distribution course .....3
— —	Open elective, designated elective or Gen. Ed. Distribution course .....3		

SENIOR YEAR

FALL		SPRING	
BIB 3820	Bible for Teachers .....3	ICS 4400	Field Education in Intercultural Studies .....1
ICS 4400	Field Education in Intercultural Studies .....1	ICS 4720	Seminar in Missionary Realities .....3
BIB 4310	Progress of Redemption* .....3	LNG 4475	Introduction to Language Learning .....3
THE 4140	Ethics and Sanctification* .....3	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....10
— —	Open electives, designated electives or Gen. Ed. Distribution courses .....6		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU. **May be taken in the summer or at another time during the year.]

Required Courses for a Minor in Intercultural Studies — Total: 18

FALL SEMESTER COURSES

ICS 2100	Foundations for Missions .....(3)
ICS 3140	Cultural Anthropology .....(3)

SPRING SEMESTER COURSES

ICS 3810	Developing the Church .....(3)
ICS 4720	Seminar in Missionary Realities .....(3)

Designated Electives

Approved Intercultural Studies electives including any upper level ICS or related course(6)



MIDDLE EASTERN STUDIES

Program Director: John Crutchfield
 Dr. John Crutchfield joined the CIU faculty in 2001 and serves as the undergraduate program director for Middle Eastern Studies. His focus is Old Testament Studies. He works with Dr. Bryan Beyer who coordinates Middle Eastern study groups at the seminary and has served since 1994 on the Board of Directors for Jerusalem University College (JUC), CIU's "sister school," where Middle Eastern Studies majors complete their junior year of study. Both professors have led many study tours to Israel and hope to lead many more.

Purpose and Objectives

The purpose of the Middle Eastern Studies program is to prepare students for international ministry opportunities, particularly in the Middle East. The program includes a year of study in Israel at Jerusalem University College, an evangelical institution with which CIU has a consortial relationship. During their time in Israel, students will be placed in Jewish or Arab ministry contexts in order to develop their ministry skills according to their vocational goals.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Middle Eastern Studies program are to develop in the students the skills and knowledge necessary to do the following:

- Gain experience in Middle Eastern life and culture.
- Develop cross-cultural communication and ministry skills.
- Understand more clearly the beliefs and practices of Christianity, Judaism, and Islam.
- Acquire a firsthand knowledge of the geography of Israel, Egypt and Jordan.

WARNING: There may be times when the political unrest in the Middle East forces JUC to discontinue classes for a semester or longer. Please consult the program director for the current status of Jerusalem University College.

Requirements for a Major in Middle Eastern Studies Minimum: 128

1. Bachelor's Degree Core 78

See pages 20-22 for more details on core requirements.

▼ Bible and Theology 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3

BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36

Foundation (24)

COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

General Education Distribution (12)

Choose 12 semester hours total including one course from each of the three areas below. See course lists for the three areas on pages 20-22. For the Middle Eastern Studies major, the following courses are required as part of the General Education Distribution:

a.) Humanities/Fine Arts:
 ICS 3110 Introduction to World Religions(3)

b.) Natural Science/Information Science

c.) Social/Behavioral Science:
 ICS 3140 Cultural Anthropology(3)

▼ Leadership Development and General Ministry Skills 10

Foundation (7)	
EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1
Other courses have been identified in the curriculum for Leadership Development on page 14	
Basic Field Education (3)	
FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430) .....2
Local Church Involvement	
Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.	
Professional Program Requirements in Field Education	
An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.	

2. Middle Eastern Studies Major Courses 32

Foundation (Available at JUC) 14	
GEO 311	Physical Settings of the Bible .....4
MECR 360	Introduction to the Modern Middle East .....3
MECR 381	Practicum in Middle Eastern Studies .....3
FED 3410	Field Education Elective (taken twice) .....2
MECR 380	Field Education in Middle Eastern Studies (taken twice) .....2

▼ Designated Electives 18

A major requires students to select 18 additional semester hours of courses in Middle Eastern Studies according to their vocational goals. Courses that meet this requirement include the following:

Courses available at CIU

HEB 3110	Biblical Hebrew Grammar and Reading 1....(5)
HEB 3111	Biblical Hebrew Grammar and Reading 2....(5)

Courses available at JUC*

MECR 345	Jewish Thought and Practice .....(3)
MECR 347	Islamic Thought and Practice .....(3)
MECR 349	Christian Communities in the Middle East ..(2)
MECR 363	Historical and Social Settings of Modern Israel .....(3)
BL 401	Modern Hebrew I .....(5)
BL 402	Modern Hebrew II.....(5)
BL 403	Modern Hebrew III .....(6)
BL 410	Introduction to Biblical Hebrew I .....(4)
BL 411	Introduction to Biblical Hebrew II.....(4)

*All Jerusalem University College courses meet this requirement. The following is a sampling of courses typically available. Students should consult the JUC catalog or website (www.juc.edu) for more complete information.

3. Open Electives 18

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of the Middle Eastern Studies program requirements as described above.
3. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
— —	— —	— —	Open elective or Gen. Ed. Distribution course .....3
SOPHOMORE YEAR			
FALL		SPRING	
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking .....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3
ICS 3140	Cultural Anthropology .....3	ICS 3110	Introduction to World Religions .....3
— —	Open elective or Gen. Ed. Distribution course .....3	— —	Open elective or Gen. Ed. Distribution course .....3
JUNIOR YEAR			
		AT JERUSALEM UNIVERSITY COLLEGE	
FALL		WINTER STUDIES	
MECR 360	Introduction to the Modern Middle East .....3	MECR 381	Practicum in Middle Eastern Studies .....3
MECR 380	Field Education in Middle Eastern Studies .....1	SPRING	
GEO 311	Physical Settings of the Bible .....4	MECR 380	Field Education in Middle Eastern Studies .....1
— —	Designated electives .....9	— —	Designated electives .....12
SENIOR YEAR			
FALL		SPRING	
FED 3410	Field Education Elective .....1	FED 3410	Field Education Elective .....1
BIB 4310	Progress of Redemption* .....3	BIB 3616	Romans .....3
SOC 3740	Marriage and Family .....3	THE 3302	Theology 2: Sin and Salvation .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....9
THE 4140	Ethics and Sanctification* .....3		
— —	Open elective, designated elective or Gen. Ed. Distribution course .....3		

[Courses in BOLD represent those required for the major. Courses with "*" may be taken through the Independent Distance Learning program at CIU. Courses taken at JUC have a three-digit course number.]

Required Courses for a Minor in Middle Eastern Studies — Total: 18

Courses are offered at Jerusalem University College.

FALL OR SPRING SEMESTER COURSES

GEO 311	Physical Settings of the Bible .....(4)
MECR 360	Introduction to the Modern Middle East .....(3)
MECR 380	FED in Middle Eastern Studies .....(1)
	Designated Electives .....(10)

See the listing of designated elective courses under the Middle Eastern Studies major.



MUSIC

Program Director: Rod Lewis

Dr. Rod Lewis, director of the Music program, has 20 years of experience in church music ministry. Dr. David Osterland and other adjuncts are also key faculty members working with Dr. Lewis in the Music program.

Purpose and Objectives

The Music program is designed for the student who wants music ministry training. It seeks to prepare competent musicians for careers in church music, church music combined with another area (such as youth ministry, elementary education or Christian education), intercultural music (missions), and contemporary Christian music ministry. A degree with a major in music is granted upon completion of 128 semester credits, the demonstration of required proficiency in piano (keyboard), and the presentation of a recital and/or demonstration of skills within the context of the internship.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Music program are to develop in the students the following skills and knowledge:

1. A working knowledge of music theory for the purpose of reading, writing, and analyzing music of various styles.
2. A high degree of proficiency on their major instrument (piano, keyboard, voice, or guitar) along with the ability and sensitivity to use their skill to communicate the message of God's Word.
3. An understanding of the place of music in worship while at the same time developing the heart of a worshipper.
4. Appropriate skills for leading worship in the local church.
5. Ability to understand, appreciate, and evaluate a great variety of musical styles and forms (including those of other cultures and subcultures) through classroom study, field experience, solo and ensemble performance, and chapel services.
6. A formulation of a personal philosophy of music based on the application of biblical principles to a broad variety of musical styles and ideas. This includes developing an awareness of historical and contemporary philosophies of music, and the ability to evaluate one's own musical preferences.

Requirements for a Major in Music

Minimum: 128

1. Bachelor's Degree Core 78

See pages 20-22 for more details on core requirements.

▼ Bible and Theology 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36

Foundation		(24)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

	General Education Distribution (12)
	Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22. For the Music major, the following courses are required as part of the General Education Distribution:
MUS 3700	a.) Humanities/Fine Arts: Music in Cross-Cultural Settings.....(3)
	b.) Natural Science/Information Science
	c.) Social/Behavioral Science

▼ Leadership Development and General Ministry Skills 10

	Foundation (7)
EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1
	Other courses have been identified in the curriculum for Leadership Development on page 14
	Basic Field Education.....(3)
FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430) .....2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

*The Evangelism Field Education requirement (FED 2410) may be fulfilled by participation in a specified music ministry team (MUS ___ Ensemble) by approval of the associate dean for Ministry Skills.

2. Music Major Courses 42-46

	Foundation 42-46
MUS ____	Private/Class Instruction (taken 6 times) .....6
MUS ____	Ensemble (taken 6 times).....6
MUS 1000	Convocation (repeated each semester) .....0
MUS 2300	Music Theory 1 .....3
MUS 2310	Music Theory 2 .....3
MUS 3300	Music Theory 3 .....3
MUS 3302	Music Theory 4 .....3
MUS 4200	History of Western Music.....3
MUS 4202	History of Music in the Christian Church .....3
MUS 4406	Conducting .....3
MUS 4810	Contemporary Christian Worship.....3
MUS 4898	Recital .....0
MUS 4899	Piano Proficiency Exam .....0
MUS 4930	Internship in Music* .....2-6
MUS 4400	Field Education in Music (taken four times)**4

*The student is to plan for an internship of 2-6 credits over one or two semesters in the student's skill and interest area. An internship during a fall or spring semester takes the place of FED 4400. An internship registered for in the spring but carried out in summer does not count as FED credit for that semester.

**The Music Field Education requirement (MUS 4400) may be fulfilled by participation in a music ministry team by approval of the associate dean for Ministry Skills.

3. Open Electives 4-8

Music students are encouraged to select upper division music electives (MUS) appropriate to their area of interest. Every student receives thorough music ministry training, and with elective choices, the student can select areas of interest that will further develop skills in contemporary music ministry (church or concert-based), music in missions, or local church music ministry.

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of Music major requirements as described above.
3. Music majors must maintain a cumulative average of C+ (2.3) in Music Theory, and no grade below a B- in private lessons in order to maintain their status as music majors. Any private lesson grade lower than B- will not count toward graduation requirements for either music majors or minors.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR			
FALL		SPRING	
MUS 1000	Convocation	MUS 1000	Convocation
MUS 2300	Music Theory 1	MUS 2310	Music Theory 2
MUS ____	Private/Class Instruction	MUS ____	Private/Class Instruction
MUS ____	Ensemble.....	MUS ____	Ensemble.....
BIB 1110	Old Testament Survey*	BIB 1120	New Testament Survey*
SOC 1100	Personal Skills for College Success	ENG 1111	Research and Literature
ENG 1110	Written Composition	EVA 1110	Introduction to Evangelism
HIS 1210	Historical Perspectives on Culture and Civilization	FED 2410	Field Education in Evangelism**
		HIS 1211	Historical Perspectives on Culture and Civilization 2.....
SOPHOMORE YEAR			
FALL		SPRING	
MUS 1000	Convocation	MUS 1000	Convocation
MUS 3300	Music Theory 3	MUS 3302	Music Theory 4
MUS ____	Private/Class Instruction	MUS ____	Private/Class Instruction
MUS ____	Ensemble.....	MUS ____	Ensemble.....
BIB 3420	Principles of Bible Interpretation*	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute)
EDU 2310	Principles of Teaching and Learning	COM 2110	Public Speaking.....
FED 2420	Field Education in Teaching	FED 2420	Field Education in Teaching
ICS 1210	Introduction to the World Christian Movement*	THE 3700	Introduction to Apologetics
MAT 2310	Math Concepts and Quantitative Reasoning		
JUNIOR YEAR			
FALL		SPRING	
MUS 4400	Field Education in Music**	MUS 4400	Field Education in Music**
MUS 1000	Convocation	MUS 1000	Convocation
MUS 4406	Conducting	MUS 3700	Music in Cross-Cultural Settings.....
MUS ____	Private/Class Instruction	MUS 4899	Piano Proficiency Exam.....
MUS ____	Ensemble.....	MUS ____	Private/Class Instruction
SOC 3740	Marriage and Family.....	MUS ____	Ensemble.....
THE 3301	Theology 1: God, Christ, Spirit	THE 3302	Theology 2: Sin and Salvation.....
____ ____	Open elective or Gen. Ed. Distribution course	____ ____	Open electives or Gen. Ed. Distribution courses.....
SENIOR YEAR			
FALL		SPRING	
MUS 4400	Field Education in Music**	MUS 4400	Field Education in Music**
MUS 1000	Convocation	MUS 1000	Convocation
MUS 4200	History of Western Music	MUS 4202	History of Music in the Christian Church
MUS 4810	Contemporary Christian Worship.....	MUS 4930	Internship in Music
MUS 4898	Recital	BIB 3616	Romans.....
MUS 4930	Internship in Music	____ ____	Open electives or Gen. Ed. Distribution courses.....
BIB 4310	Progress of Redemption*		
THE 4140	Ethics and Sanctification*		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU.

**The Evangelism (FED 2410) and Music (MUS 4400) requirements for this program may be fulfilled by participation in a music ministry team by approval of the academic dean. MUS 4400 is required except in semesters in which the student is enrolled in MUS 4930 Music Internship.]

Required Courses for a Minor in Music — Total: 19

FALL SEMESTER COURSES

MUS 2300	Music Theory 1(3)
MUS 4406	Conducting(3)

SPRING SEMESTER COURSES

MUS 2310	Music Theory 2(3)
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Designated Electives

(10)

MUS 1000	Convocation(0): required for each semester enrolled in a music course
	Two semesters of private lessons .....(2)
	Two semesters of ensemble .....(2)
	Any 3000 or 4000 music (MUS) course (6)



NURSING PROGRAM WITHIN A GENERAL STUDIES MAJOR

Program Coordinator: Sally Kennedy

Sally Kennedy directs the CIU Health Services office and is a Registered Nurse. She also has a graduate certificate from CIU. As a nurse, she not only advises nursing students, but provides an on-campus model for students in the nursing program.

Overview of the Cooperative Program

Columbia International University has a cooperative agreement with Midlands Technical College, offering interested students limited access to training in both nursing and Bible. Sally Kennedy, CIU's campus nurse, serves as Program Coordinator and advisor to the nursing students. In this program, students can earn an associate's degree in nursing from Midlands Technical College, which can lead to a registered nurse license, and a Bachelor of Science degree with a major in Bible and General Studies recognizing the Nursing Concentration from Midlands Technical College within the bachelor degree requirements at Columbia International University. CIU provides a unique combination of education in Bible, missions, and cross-cultural ministry to balance the nursing skills received from Midlands Technical College. Because of the intense nature of the cooperative program, the program coordinator works closely with the undergraduate dean's office in advising students. It is also important to note that there is significant competition for seats at Midlands Technical College; for some students the waiting list has been as long as three years.

The Associate Degree in Nursing (ADN) program at Midlands Technical College is accredited by the National League for Nursing and the State Board of Nursing for South Carolina. In addition to CIU admissions requirements, students seeking this program must apply for admission into the ADN program at Midlands Technical College, which is competitive in nature and admissions openings often require patience on the ADN waiting list.

The General Studies program at CIU provides opportunity for students to transfer a nursing degree to CIU from other accredited nursing programs.

Purpose and Objectives

The purpose of the Nursing program is to prepare students to be licensed as registered nurses. Upon completion of the program, students are eligible to take the National Licensure Examination for Registered Nurses (NCLEX). This nursing education takes place in a context in which students are challenged to consider how they might use their training in cross-cultural ministry settings.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Nursing program are to enable the student to do the following:

- Perform nursing functions in meeting the common health

needs of patients in a variety of health care settings such as hospitals, nursing homes, clinics and doctors' offices.

- Understand basic biological and social science concepts and skills necessary for practice in beginning nursing positions.
- Develop nursing skills within a variety of clinical settings.

Criteria for Admission

Admission to CIU does not guarantee entrance into the Nursing program. Admission criteria for the Nursing program include a minimum combined Scholastic Aptitude Test (SAT) score of 960 (at least a 480 on both the verbal and mathematics portions of the exam) or a 20 composite score on the ACT (at least 20 on the verbal portion and 23 on the mathematics), and the physical and emotional ability to carry out the normal activities of nursing care. The Nursing program is not recommended for international students in light of the length of waiting time necessary for entrance into nursing courses at Midlands Technical College.

Requirements for a Major in General Studies with Nursing Credentials **Minimum: 128**

1. Bachelor's Degree Core		80
<i>See pages 20-22 for more details on core requirements.</i>		
▼ Bible and Theology		32
BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 38

	Foundation (24)
COM 2110	Public Speaking .....3
EDU 2310	Principles of Teaching and Learning .....3
ENG 1110	Written Composition .....3
ENG 1111	Research and Literature .....3
(Midlands)	Intermediate Algebra.....3
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3
HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOC 3740	Marriage and Family .....3

*MAT 2310, the normal General Education course, is substituted by Intermediate Algebra.

General Education Distribution (14)

Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22. For the General Studies-Nursing program, the following courses are required for the General Education Distribution:

a.) Humanities/Fine Arts*

b.) Natural Science/Information Science:
Anatomy and Physiology I (4), and Anatomy and Physiology II (4)

c.) Social/Behavioral Science:

PSY 2110	General Psychology(3)
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* The Humanities/Fine Arts Elective should be an upper division course in order to meet the upper division graduation requirement.

▼ Leadership Development and General Ministry Skills 10

	Foundation (7)
EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1
	Other courses have been identified in the curriculum for Leadership Development on page 14
	Basic Field Education (3)
FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430) .....2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on pages 15. Please refer to those requirements or review the specifics listed in each program.

2. General Studies–Nursing Program Major Courses 48

Microbiology	.....4
Fundamentals of Nursing	.....6
Pharmacology for Nurses	.....1
Nutrition and Diet Therapy	.....1
Introduction to Pharmacology	.....1
Psychiatric Mental Health Nursing	.....3
Nursing across the Life Span I	.....2
Nursing Concepts and Clinical Practice I	.....6
Complex Health Problems	.....5
Management of Patient Care	.....5
Nursing across the Life Span II	.....4
Nursing across the Life Span III	.....4
Nursing Concepts and Clinical Practice II	.....6

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of General Studies - Nursing Concentration major requirements as described above.
3. Completion of 30 semester hours of upper division (3000 level or higher) courses.
4. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

Adjustment can be made if the student is accepted into the Nursing Program at Midlands during the sophomore year.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	PSY 2110	General Psychology .....3
ENG 1110	Written Composition .....3	ENG 1111	Research and Literature .....3
ICS 1210	Introduction to the World Christian Movement .....3	EVA 1110	Introduction to Evangelism .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	FED 2410	Field Education in Evangelism .....1
		HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOPHOMORE YEAR			
FALL		SPRING	
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	BIB 3616	Romans .....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
SOC 3740	Marriage and Family .....3	THE 3302	Theology 2: Sin and Salvation .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	THE 3700	Introduction to Apologetics .....3
THE 4140	Ethics and Sanctification* .....3	— —	Upper division Humanities/Fine Arts Gen. Ed. Distribution Course .....3
JUNIOR YEAR			
FALL		SPRING	
	Fundamentals of Nursing .....6		Pharmacology for Nurses .....1
	Nutrition and Diet Therapy .....1		Nursing across the Life Span I .....2
	Introduction to Pharmacology .....1		Nursing Concepts and Clinical Practice I .....6
	Anatomy and Physiology I .....4		Anatomy and Physiology II .....4
	Contemporary Mathematics .....3	SUMMER	
COM 2110	Speech Communication .....3		Nursing across the Life Span II .....4
			Nursing Concepts and Clinical Practice II .....6
SENIOR YEAR			
FALL		SPRING	
	Microbiology .....4		Management of Patient Care .....5
	Psychiatric Mental Health Nursing .....3		Nursing across the Life Span III .....4
	Complex Health Problems .....5	BIB 4310	Progress of Redemption* .....3

[Courses in BOLD represent those required for the General Studies-Nursing program. Courses with numbers are taken at Columbia International University, while the courses taken at Midlands Technical College are listed only by name. Courses with "*" may be taken through the Independent Distance Learning program at CIU.]



OUTDOOR LEADERSHIP (minor)

Program Coordinator: Julian (Hule) Goddard

The Outdoor Leadership minor is designed to train students to lead a variety of outdoor ministries (camps, backpacking trips, remote mission endeavors, church field games, etc.) with Christ-like character and competence. Hule is recognized nationally for his teaching and mentoring abilities using outdoor leadership strategies and experiential learning. This minor is often selected by students majoring in Youth Ministries or Intercultural Studies. This minor operates within the Youth Ministries Program.

Purpose and Objectives

In addition to the mission statement, general objectives and requirements of the college, the objectives of the Outdoor Leadership Minor are to shape the student to become:

- A biblically grounded leader, who understands and employs basic theology/philosophy of Christian leadership in outdoor ministry.
- A strategic leader who understands, both by biblical principles and through field experience, the essentials and effects of leadership on vision realization and upon group dynamics.
- A servant leader who develops and employs character, skill, and experience to facilitate Kingdom growth and maturity in groups and persons through outdoor ministry.
- A Great Commission leader, who is trained and active in reaching people in outdoor settings with the gospel of Christ.
- An effective leader who, through consistent use, is efficient in preparation, safety, travel, and emergencies/conflict management in outdoor ministry situations.
- A joyful leader, who understands and enjoys God's creation as a mega-medium for recreation and learning.
- A resourceful leader, who has developed through careful training problem-solving approaches and sound judgment in decision making.

Required Courses for a Minor in Outdoor Leadership*

Total:18

FALL	
YOU 4600	Applied Youth Ministry Leadership .....(3)
SPRING	
YOU 4610	Recreation Leadership .....(3)
WINTER STUDIES	
YOU 3888	Mobilizing Youth for Missions .....(3)

OTHER REQUIREMENTS

YOU 4620	Advanced Outdoor Leadership .....(3)
YOU 4930	Youth Ministry Internship/Practicum.
	<i>Choose six hours from a CIU approved Wilderness/Outdoor Leadership School in an Internship/Practicum. (For more information, contact the youth ministry department at CIU.)</i>

OUTDOOR LEADERSHIP MINORS ARE STRONGLY RECOMMENDED TO TAKE BACKPACKING 1 AND 2 WHEN OFFERED.

YOU 4400	Backpacking 1 and 2 TBA(2)
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* Students must apply and be accepted to enter the minor. For information and application, see Hule Goddard.



PASTORAL MINISTRIES

Program Director: Andre Rogers

Rev. Andre Rogers has pastoral ministry experience and church planting experience. He has started three churches and has supervised church planting teams throughout South Carolina. His passion is preaching and teaching basic systematic theology. He is a doctoral candidate and should complete his studies during 2006. In addition to Pastor Rogers, several members of the faculty have years of experience in solo, senior pastor, and associate staff positions reflecting diverse settings and theological perspectives. These faculty members, along with interaction with current pastors in the greater Columbia area, provide practical skill development for pastoral ministries built on a solid philosophy of ministry.

Purpose and Objectives

The purpose of the Pastoral Ministries program is to prepare students for the pastorate or related Christian service. A sequence of courses is specifically designed for those planning on ministries in North America. In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Pastoral Ministries program are to enable students to do the following:

- Utilize basic principles, skills, and tools in the study of the Bible, including the use of one or more biblical languages.
- Communicate effectively in preaching and teaching.
- Lead the local church in evangelistic outreach.
- Understand and promote missions in the local church.
- Effectively counsel using basic biblical counseling skills.
- Administer and manage the total church program.
- Lead and equip the church toward maturity in Christ.

Requirements for a Major in Pastoral Ministries
Minimum: 128

NOTE: Pastoral Ministries students may opt for either a year of Greek (10 credit hours) or a year of Hebrew (10 credit hours) under the General Education distribution section of Degree Core Requirements. If the student does not take one of these languages as part of his or her General Education Distribution, the student is required to take BIB 2400 A Practical Approach to the Greek New Testament (3 credit hours) as part of the major.

1. BACHELOR'S DEGREE CORE

(With A Year Language)(82)
(With BIB 2400)(78)
See pages 20-22 for more details on core requirements.

LAN PAS

▼ Bible and Theology		32 32
BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

* BIB 3421 may be waived for someone taking second-year Greek (GRE 4110 and 4111) and preaching (PAS 3410 and 3420).

▼ General Education		40 36
Foundation		(24)(24)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3

HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOC 3740	Marriage and Family .....3
	General Education Distribution (with a year language) .....(16) (with BIB 2400) .....(12)
	The normal requirement for the General Education Distribution is to choose a minimum of 12 semester hours total including one course from each of the three areas below. See course lists for the three areas on pages 20-22. In the Pastoral Ministries major a year of Greek (10 semester hours) or Hebrew (10) is recommended for the Humanities/Fine Arts area. With one of these languages, the General Education Distribution would include 16 semester hours (10 hours for the language, and another 3 hours in both Natural Science/Information Science and Social/Behavioral Science).
	a.) Humanities/Fine Arts: Recommended GRE 3110 (5) and GRE 3111 (5), or HEB 3110 (5) and HEB 3111 (5)
	b.) Natural Science/Information Science
	c.) Social/Behavioral Science: Counseling Youth and Families .....(3)
YOU 3710	

▼ Leadership Development and General Ministry Skills 10

	Foundation (7)
EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1
	Other courses have been identified in the curriculum for Leadership Development on pages 14
	Basic Field Education (3)
FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430) .....2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation

that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

LAN PAS

2. PASTORAL MINISTRIES MAJOR COURSES 47 37

	Foundation
	(With Greek Or Hebrew) .....28
	(With BIB 2400) .....31
FCE 2260	Biblical Foundations for Church Ministry 3 ....3
FCE 4820	Church Leadership and Administration ...3 ....3
PAS 3410	Sermon Preparation and Delivery .....3 ....3
PAS 4110	Pastoral Ministries 1 .....3 ....3
PAS 4111	Pastoral Ministries 2 .....3 ....3
PAS 4930	Internship in Pastoral Ministry .....3 ....3
THE 4700	Advanced Christian Apologetics.....3 ....3
BIB 2628	I & II Timothy & Titus: Life in the Local Church .....3 ....3
PAS 4400	Field Education in Pastoral Ministries (taken four times) .....4 ....4
BIB 2400	Practical Approach to the Greek New Testament* .....0 ....3

*BIB 2400 is required for students who opt not to take a year of language. Refer to note on previous page.

▼ Designated Electives

	(With Greek Or Hebrew) .....9
	(With BIB 2400) .....16

A major in Pastoral Ministries with 10 semester hours of Greek or Hebrew counting toward the Humanities/Fine Arts area of the General Education Distribution requires students to take nine designated elective hours in approved Pastoral Ministries courses. Those who opt for BIB 2400 (three semester hours) in

lieu of a year of language must “make up” the seven hours difference with designated electives along with the standard nine hours, for a total of 16 hours. Courses at CIU that meet this requirement include those listed below:

BIB	___	Upper Division Bible Electives
HIS	3110	Church History .....(3)
EVA	5420	Church Evangelism .....(3)
GRE	4110	Exegesis of the Greek New Testament 1 ....(3)
GRE	4111	Exegesis of the Greek New Testament 2 ....(3)
MUS	3100	Music in the Church Setting .....(3)
PAS	3420	Advanced Preaching .....(3)
PSY	3441	Models and Applications of Counseling Psychology 2 .....(3)

3. Open Electives

9 3

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of at least 35 semester hours Bible/Theology credit. GRE 4110, 4111 count as Bible electives.
3. Completion of Pastoral Ministries major requirements as described above.
4. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FCE 2260	Biblical Foundations for Church Ministry .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	FED 2410	Field Education in Evangelism .....1
		HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOPHOMORE YEAR			
FALL		SPRING	
GRE 3110	New Testament Greek Grammar and Reading 1++ ..5	GRE 3111	New Testament Greek Grammar and Reading 2++ ..5
OR		OR	
HEB 3110	Biblical Hebrew Grammar and Reading 1++ .....5	HEB 3111	Biblical Hebrew Grammar and Reading 2++ .....5
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition+ .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking.....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3
		— —	Open electives, designated electives or Gen. Ed. Distribution courses .....3
JUNIOR YEAR			
FALL		SPRING	
PAS 4400	Field Education in Pastoral Ministries .....1	PAS 4400	Field Education in Pastoral Ministries .....1
PAS 3410	Sermon Preparation and Delivery .....3	PAS 4111	Pastoral Ministries 2 .....3
PAS 4110	Pastoral Ministries 1 .....3	PAS 4930	Internship in Pastoral Ministry** .....3
SOC 3740	Marriage and Family.....3	YOU 3710	Counseling Youth and Families .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	THE 3302	Theology 2: Sin and Salvation.....3
— —	Open elective, designated elective or Gen. Ed. Distribution course.....3	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....3
SENIOR YEAR			
FALL		SPRING	
PAS 4400	Field Education in Pastoral Ministries .....1	FCE 4820	Church Leadership and Administration .....3
THE 4700	Advanced Christian Apologetics .....3	PAS 4400	Field Education in Pastoral Ministries .....1
BIB 4310	Progress of Redemption* .....3	BIB 2628	I & II Timothy & Titus: Life in the Local Church .....3
THE 4140	Ethics and Sanctification* .....3	BIB 3616	Romans.....3
— —	Open electives, designated electives or Gen. Ed. Distribution courses .....6	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....6

[Courses in **BOLD** represent those required for the major. Courses with ******* may be taken through the Independent Distance Learning program at CIU. ++This program of study is set up with one year of a biblical language. A student may substitute the language requirement with BIB 2400 and make up the other seven hours with designated electives (see above). ** May be completed during the spring semester or in the summer. +BIB 3421 may be waived for someone taking second-year Greek (GRE 4110 and 4111) and preaching (PAS 3410 and 3420).]

Required Courses for a Minor in Pastoral Ministries — Total: 18

FALL SEMESTER COURSES

PAS 3410	Sermon Preparation and Delivery .....(3)
PAS 4110	Pastoral Ministries 1 .....(3)

SPRING SEMESTER COURSES

FCE 2260	Biblical Foundations for Church Ministry (3)
PAS 4111	Pastoral Ministries 2 (3)

Designated Electives

Approved Pastoral Ministries electives (6). Refer to the list of Designated Electives under the major.

PSYCHOLOGY

Program Director: Stephen Farra

Dr. Stephen Farra received his education from Wheaton College and the University of Minnesota. Before joining the CIU faculty, he taught undergraduate courses at three different colleges, pastored a small church, and directed two mental health clinics, one of them in a medical center. He came to CIU in 1995 out of love for teaching and students, and in order to develop an academically excellent program that teaches a biblically consistent form of human psychology. Dr. Larry Wagner also teaches full time within the Psychology program.

Purpose and Objectives

The purpose of the Psychology program is to prepare students to research and address the mental, emotional, relational, and spiritual growth needs of people in clinical, academic, and church/mission settings.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Psychology program are as follows:

Educational. The Psychology program is designed to furnish students with ability to do the following:

- Evaluate psychological paradigms by the authority of Scripture.
- Develop a broad understanding of how individuals, groups, and institutions think, feel, and relate, functionally and dysfunctionally.
- Understand the mechanics and value of psychological research, including measures of internal and external validity.
- Foster the mental, spiritual, emotional, and relational growth of themselves and others.
- Develop communication skills that demonstrate an ability to use biblical and psychological foundations while addressing contemporary issues.
- Employ diagnostic criteria needed to evaluate their own behavior and thought processes as well as those of others.
- Understand limitations related to “dual role” counseling.
- Exercise basic counseling skills.
- Develop healthy institutional systems and evaluate and design healthy institutional programs.
- Articulate psychological information and concepts required for successful graduate level study in psychology, or related academic/professional fields.

Vocational/Professional. Graduates of this program will be prepared:

- To begin graduate study in psychology or related professions, if this is their vocational calling.
- For career ministry roles with good personal emotional, relational maintenance.
- To work within a variety of private and governmental social service agencies such as psychiatric hospitals, mental health centers, geriatric centers, and other rehabilitative institutions.
- To address human emotional/relational needs and functioning in a variety of settings using both biblical and psychological principles.

Requirements for a Major in Psychology

Minimum: 128

1.	Bachelor's Degree Core	78
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See pages 20-22 for more details on core requirements.

▼ Bible and Theology		32
BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education		36
Foundation		(24)
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3

MAT 3410	Research Statistics	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3
General Education Distribution (12)		
Choose 12 semester hours total including one course from each of three areas below. See course lists for the three areas on pages 20-22. For the Psychology major, the following courses are required for the General Education Distribution:		
a.) Humanities/Fine Arts		
b.) Natural Science/Information Science:		
RES 3411	Research Methods and Designs.....	(3)
c.) Social/Behavioral Science:		
PSY 2110	General Psychology	(3)

▼ Leadership Development and General Ministry Skills 10

Foundation (7)		
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3
SOC 1100	Personal Skills for College Success	1
Other courses have been identified in the curriculum for Leadership Development on page 14		
Basic Field Education (3)		
FED 2410	Field Education in Evangelism	1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430)	2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors;

specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

2. Psychology Major Courses 33

Foundation 27		
PSY 3310	Abnormal Psychology	3
PSY 3370	Human Growth and Development.....	3
PSY 3440	Models and Applications of Counseling Psychology 1	3
PSY 3441	Models and Applications of Counseling Psychology 2	3
PSY 3920	Psychology Practicum 1	3
PSY 4330	Group and Institutional Dynamics	3
PSY 4340	Personality Theories	3
PSY 4350	Physiological Psychology.....	3
PSY 4920	Psychology Practicum 2	3
Designated Electives 6		
Possible electives include:		
ICS 3140	Cultural Anthropology	(3)
ICS 4350	Sin, Shame and Guilt in Cultural Context	(3)
ICS 4510	Anthropology for Missionaries	(3)
PSY 3330	Psychology of Learning	(3)
PSY 4320	Human Intimacy and Sexuality.....	(3)
PSY 4640	Multicultural Counseling	(3)
YOU 3710	Counseling Youth and Families	(3)

3. Open Electives 17

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of Psychology major requirements, including 27 semester hours of required foundation courses and six semester hours of approved designated electives in psychology or related area.
3. Completion of sufficient electives to total 128 semester hours.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
ENG 1110	Written Composition .....3	EVA 1110	Introduction to Evangelism .....3
PSY 2110	General Psychology .....3	FED 2410	Field Education in Evangelism .....1
HIS 1210	Historical Perspectives on Culture and Civilization .....3	PSY 3310	Abnormal Psychology .....3
		HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOPHOMORE YEAR			
FALL		SPRING	
ICS 1210	Introduction to World Christian Movement .....3	RES 3411	Research Methods and Designs .....3
BIB 3420	Principles of Bible Interpretation* .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
EDU 2310	Principles of Teaching and Learning .....3	COM 2110	Public Speaking .....3
FED 2420	Field Education in Teaching .....1	FED 2420	Field Education in Teaching .....1
MAT 3410	Research Statistics .....3	THE 3700	Introduction to Apologetics .....3
— —	Open elective, designated elective or Gen. Ed. Distribution course .....3	— —	Open elective, designated elective or Gen. Ed. Distribution course .....3
JUNIOR YEAR			
FALL		SPRING	
PSY 3370	Human Growth and Development .....3	PSY 3441	Models and Applications of Counseling Psychology 23
PSY 3440	Models and Applications of Counseling Psychology 13	BIB 3616	Romans .....3
PSY 3920	Psychology Practicum 1 .....3	THE 3302	Theology 2: Sin and Salvation .....3
SOC 3740	Marriage and Family .....3	— —	Other course(s) in Open elective, designated elective or Gen. Ed. Distribution course .....7
THE 3301	Theology 1: God, Christ, Spirit .....3		
SENIOR YEAR			
FALL		SPRING	
PSY 4350	Physiological Psychology .....3	PSY 4330	Group and Institutional Dynamics .....3
PSY 4920	Psychology Practicum 2 .....3	PSY 4340	Personality Theories .....3
BIB 4310	Progress of Redemption* .....3	— —	Open electives, designated electives or Gen. Ed. Distribution courses .....12
THE 4140	Ethics and Sanctification* .....3		
— —	Open electives, designated electives or Gen. Ed. Distribution courses .....4		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU.]

Required Courses for a Minor in Psychology — Total: 18

NOTE: This minor is designed for those students who are entering mission agencies, church-based ministries or other ministries where practical and basic training in psychology would be helpful. The goal of the minor is not preparation for professional psychological or counseling service and therefore is not adequate for a student seeking an advanced degree. Rather, the goal is to give the student a basic understanding of the needs and response patterns of human beings, as an aid to the work of spiritual ministry. Those who desire to go on to graduate school and professional service within psychology or counseling, but cannot complete a full major in a timely and affordable manner, should consider a Pre-Professional track. Please see the director of the Psychology program or of the General Studies program for more information.

FALL SEMESTER COURSES

PSY 3310	Abnormal Psychology	(3)
PSY 3370	Human Growth and Development	(3)
PSY 3440	Models and Applications of Counseling Psychology 1	(3)

SPRING SEMESTER COURSES

PSY 2110	General Psychology*	(3)
PSY 3441	Models and Applications of Counseling Psychology 2	(3)

*PSY 2110 General Psychology is a prerequisite for all other courses listed in the Psychology minor.

Designated Electives(3)
Approved Psychology elective. See list of designated electives under the Psychology major.

RADIO BROADCASTING (minor)

Program Coordinator: Dan DeLozier

Experience the curriculum necessary to develop skills in radio broadcasting. This minor gives the student the practical as well as the theoretical foundation to radio broadcasting that will enable them to work proficiently in a radio ministry, such as Trans World, HCJB, Far Eastern Broadcasting, or a local radio station. Radio Broadcasting is a part of the Communications Program.

Purpose and Objectives

The purpose of the Radio Broadcasting minor is to give students a solid training in the theory and practical foundations of radio broadcasting, media economics and management. While each minor is open to all students in the Bible College regardless of their major, students who take a minor in Radio Broadcasting will find that a major or second minor in Communication will enhance their preparation in the area of radio broadcasting.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Radio Broadcasting program include the following:

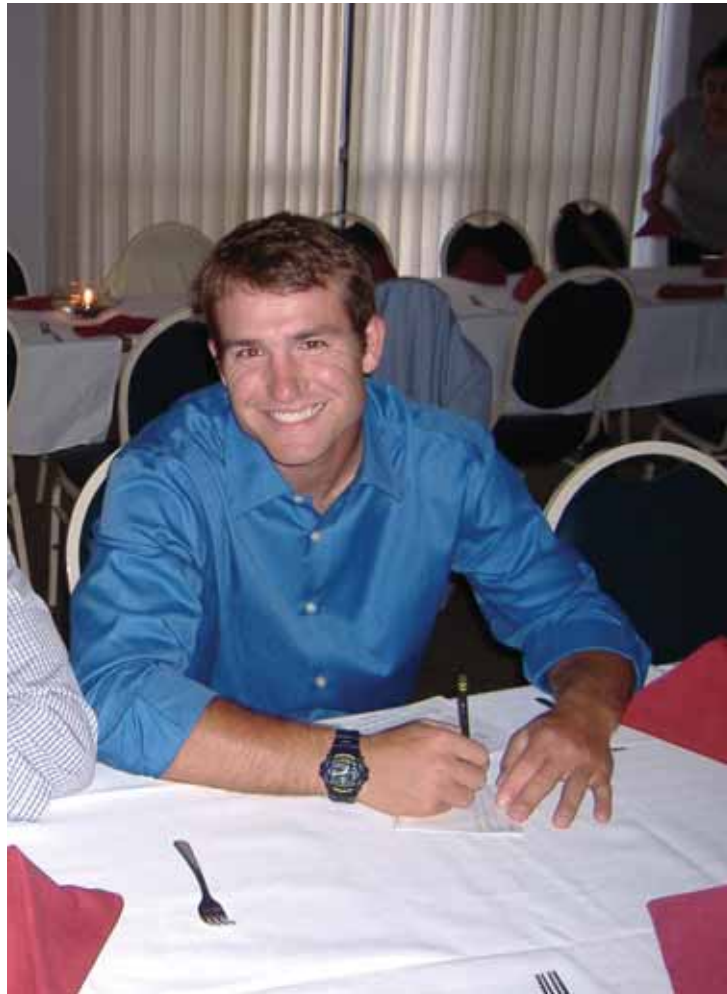
- Understand the theories, ethics, federal regulations, and structure of radio broadcasting.
- Gain experience in the production techniques needed to produce programming for broadcast.
- Receive exposure to the proper techniques and to the theory and practice of radio announcing.
- Learn about the management of a broadcast facility, including audience analysis, program surveys, marketing, and staff relations.

Required Courses for a Minor in Radio Broadcasting Total: 18

FALL	
COM 2742	Radio Broadcasting: Theory and Philosophy .....(3)
COM 3742	Announcing and Audio Control Techniques .....(3)
COM 3110	Media Economics .....(3)
SPRING	
COM 2740	Introduction to Radio Broadcasting and Engineering .....(3)
COM 3744	Broadcast Management and Development .....(3)

Designated Electives

One approved upper division Communication (COM) elective (3).



TEACHER EDUCATION

Program Director: Steve Auld

Mr. Steve Auld, director of the Teacher Education program, brings 27 years of teaching and school administration experience to his position; ten of those years are in teacher education programs at CIU. He is a doctoral candidate at the University of South Carolina in Social Foundations of Education. Mr. Auld has taught in public and private schools along with international schools in West Africa. The undergraduate program trains teachers for ministries in various types of schools including Christian, Missionary Children and International schools. Graduates from the program are eagerly sought after for employment in these schools. Ms. Gretchen Wilhelm, Mrs. Helen Boen, and Mrs. Jennifer Merkey also teach in this program.

Students who desire to teach in public schools may receive certification through alternative state sponsored certification programs or through the graduate program at CIU (Masters of Arts in Teaching). The undergraduate Teacher Education faculty work closely with the CIU Graduate School and its M.A.T. program.

Purpose and Objectives

The mission of the Teacher Education programs at Columbia International University is to prepare servant teachers and educational leaders to meet the diverse needs of children throughout the United States and around the world. In essence, we are “preparing servant teachers and educational leaders with a global vision.” The undergraduate Teacher Education program seeks to produce capable classroom teachers, grounded with a Christian philosophy of education, in a four-year program.

Students completing the specified requirements will receive teacher certification with the Association of Christian Schools International (A.C.S.I.). Students interested in further information should consult the undergraduate Teacher Education Handbook.

In addition to the Bible College Division's mission statement, general objectives, and degree requirements, the objectives of the Teacher Education program are designed to prepare candidates to work in schools with the knowledge, skills, and dispositions necessary to help all students learn. Specifically, candidates will:

- Develop and maintain appropriate longrange plans for progressing through the school year that meet the needs of all students, based on knowledge and experience with students, learning theory, subject content, curriculum standards, and community.
 - Produce and use shortrange plans, as segments of longrange plans, which allow for student diversity, problem solving, critical thinking, and active engagement in learning.
 - Use a variety of informal, teachermade, standardized, performance, and alternative assessment strategies to plan, evaluate, and strengthen instruction, while effectively communicating results.
 - Establish and communicate throughout the school year appropriately high expectations for student learning, performance, and lifelong learning.
 - Employ an assortment of instructional methodologies and technologies within lessons and units that accommodate individual differences, make connections across the curriculum, encourage application to real world issues, and employ higherorder thinking skills.
 - Present a lesson as a meaningful learning experience, supported by a written plan, which provides relevant, accurate, and appropriately sequenced content with competent oral and written communication.
- Monitor student learning and development by collecting and assessing information to adjust, extend, and enrich learning through multiple techniques and instructional opportunities.
- Create and preserve a positive, safe, healthy, and inviting classroom environment that encourages and sustains the intellectual, psychological, physical, social, aesthetic, and spiritual development of each student.
 - Develop and demonstrate effective and efficient classroom management skills, fostering supportive interaction in the classroom, positive strategies of conflict resolution, personal self-control, self-motivation, and collaboration with family.
 - Perform professional responsibilities beyond the classroom, including productive collaboration with colleagues and agencies, adherence to ethical teaching standards, reflection, self-evaluation, portfolio development, and participation in activities and organizations that promote continued professional growth.
 - Manifest professional and character attributes necessary for a model servant teacher.
 - Display an appreciation for the dignity of individual worth and respect for student diversity.
 - Display awareness of historical, social, and philosophical foundational views affecting curriculum; teaching methodology; professional standards; ethical conduct; best practice research; and educational trends, legislation, resources, and issues.
 - Integrate biblical truth in content areas where applicable and teach Bible as a content area in a Christian school.

Process for Admission to a Teacher Education Program

- Admission to CIU does not guarantee admission to a Teacher Education program. Additional criteria include:
- No education courses can be taken after completion of 60 hours without passing all portions of the skills test.
- Applicants must have a grade point average of 2.50 or above, have completed 60 semester hours of college work, with no grade in education (EDU) courses below "C."
- Application for admission to the program must be sent to the Teacher Education program director during the fall of the junior year.
- During the second semester of the junior year, students will present a portfolio, reflecting their progress, at an interview with the education faculty as part of the evaluation process.
- Each student will be notified in writing of his/her acceptance status.
- Without prior agreement, transfer students must take half their education courses and practicum hours besides student teaching from this institution. Transfer students also need to obtain a schedule for applying for admission to the program from their advisors.
- Students who leave the program for more than two semesters, not only come back in under new degree and program requirements, but also need to be readmitted to the Teacher Education program and may be asked to take additional course work.

Process for Admission to Student Teaching

Additional requirements are in place to restrict access to the student teaching experience until other learning experiences have been sufficiently met. These requirements include:

- All education and content courses must be completed before student teaching.
- Applicants must show evidence of emotional and physical health and stamina.
- Positive performance evaluations during practicum and field education experiences are required.
- Students who have been accepted into the Teacher Education program should apply for student teaching during the spring semester of the junior year to the director of Teacher Education Field Experiences. Failure to submit this application may jeopardize the timing of the student teaching placement.

- Each student will be advised in writing of his/her strengths and weaknesses as a prospective teacher.
- Enrollment in student teaching must take place within two years of the last education course taken.
- A Tuberculin test is required before student teaching.

Note: The applicant must also submit to a fingerprint review to determine any criminal history.

Requirements for a Major in Teacher Education Minimum: 128

1. Degree Core Requirements 80

See pages 20-22 for more details on core requirements.

▼ Bible and Theology 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3
BIB 3616	Romans.....	3
BIB 3820	Bible for Teachers*	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

* BIB 3820 Bible for Teachers substitutes for BIB 3421 Principles of Biblical Exegesis and Exposition.

▼ General Education 38

Foundation		(21)
COM 2110	Public Speaking.....	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Math Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3

SOC 3740	Marriage and Family.....3
	General Education Distribution .....(17)
	Normally the student chooses 12 semester hours total including one course from each of three areas below. For the Teacher Education major, certain General Education Distribution courses are required in order to fulfill the requirements for the program and ACSI certification.
	a.) Humanities/Fine Arts
HIS 2310	U.S. History and Government .....3
	b.) Natural Science/Information Science
BIO 2101	Principles of Biology Lab .....1
BIO 2113	Principles of Biology.....3
SCI 2301	Principles of Physical Science Lab .....1
SCI 2313	Principles of Physical Science .....3
	c.) Social/Behavioral Science
ICS 3140	Cultural Anthropology .....3
PSY 3330	Psychology of Learning .....3

▼ Leadership Development and General Ministry Skills 10

	Foundation (7)
EVA 1110	Introduction to Evangelism 3
ICS 1210	Introduction to the World Christian Movement .....3
SOC 1100	Personal Skills for College Success .....1
	Other courses have been identified in the curriculum for Leadership Development on page 14
	Basic Field Education (3)
FED 2410	Field Education in Evangelism .....1
FED 2420	Field Education in Teaching (taken twice or once with FED 2430).....2
	Local Church Involvement
	Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

2. Teacher Education Major Courses 39

EDU 2110	Foundations of Education .....3
EDU 2311	Teaching and Learning in the Classroom .....3
EDU 3331	Nature of the Learner .....2
EDU 3610	Teaching Language Arts and Social Studies .. (Practicum required) .....3
EDU 3630	Teaching Math (Practicum required) .....3
EDU 4460	Teaching Reading .....3
EDU 4465	Fine Arts in the Classroom 3
EDU 4481	Applied Classroom Methods .....3
EDU 4620	Teaching Science and Health (Practicum required) .....3
EDU 4451	Student Teaching Seminar .....1
EDU 4930	Student Teaching .....9
EDU 4400	Field Education in Teaching .....3

3. Open Electives 9

Graduation Requirements

Degree Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education.
2. Completion of the Teacher Education major core courses and designated electives.
3. Completion of 128 semester hours for the Teacher Education major.

Education Program Completion

1. Completion of the Teacher Education program requirements with no grade lower than "C" in any education (EDU) course.

2. Achieving a grade of at least a "B" in student teaching.
3. Maintaining a grade point average of 2.5 or above.
4. Completing professional portfolio.
5. Completing practicum hours.
6. Taking at least half of the education courses and practicum hours besides student teaching from CIU.
7. Receiving a bachelor's degree from CIU.

ACSI Standard Certificate Requirements

1. A completed application and the fee as requested on the application.
2. General studies: A transcript showing a bachelor's degree from CIU.
3. Professional studies: 24 semester hours of education courses that include four elementary method courses and one reading course at the elementary level.
4. Successful student teaching
5. Biblical studies: 6 semester hours
6. Philosophy requirement: Philosophy of Christian Education course

For more information about ASCI Certification Requirements, go to www.acsi.org.

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years.

FRESHMAN YEAR

FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	EDU 2110	Foundations of Education.....3
ENG 1110	Written Composition .....3	BIB 1120	New Testament Survey* .....3
SOC 1100	Personal Skills for College Success .....1	ENG 1111	Research and Literature .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1.....3	EVA 1110	Introduction to Evangelism .....3
ICS 1210	Introduction to the World Christian Movement .....3	FED 2410	Field Education in Evangelism .....1
		HIS 1211	Historical Perspectives on Culture and Civilization 2.....3

SOPHOMORE YEAR

FALL		SPRING	
BIB 3420	Principles of Bible Interpretation* .....3	COM 2110	Public Speaking.....3
BIO 2101	Principles of Biology Lab .....1	FED 2420	Field Education in Teaching .....1
BIO 2113	Principles of Biology.....3	PSY 3330	Psychology of Learning .....3
EDU 2311	Teaching and Learning in the Classroom .....3	SCI 2301	Principles of Physical Science Lab .....1
FED 2420	Field Education in Teaching .....1	SCI 2313	Principles of Physical Science .....3
ICS 3140	Cultural Anthropology .....3	HIS 2310	US History and Government .....3
MAT 2310	Math Concepts and Quantitative Reasoning .....3	THE 3700	Introduction to Apologetics .....3

JUNIOR YEAR

FALL		SPRING	
EDU 3630	Teaching Math.....3	EDU 3610	Teaching Language Arts and Social Studies**** .....3
EDU 3331	Nature of the Learner* .....2	EDU 4460	Teaching Reading .....3
EDU 4400	Field Education in Teaching .....1	EDU 4400	Field Education in Teaching .....1
BIB 3820	Bible for Teachers .....3	BIB 3616	Romans.....3
SOC 3740	Marriage and Family.....3	THE 3302	Theology 2: Sin and Salvation.....3
THE 3301	Theology 1: God, Christ, Spirit .....3	— —	Open Elective .....3
— —	Open Elective .....3		

SENIOR YEAR

FALL		SPRING	
EDU 4620	Teaching Science and Health .....3	EDU 4481	Applied Classroom Methods .....3
EDU 4465	Fine Arts in the Classroom .....3	EDU 4930	Student Teaching .....9
EDU 4400	Field Education in Teaching .....1		
EDU 4451	Student Teaching Seminar .....1		
BIB 4310	Progress of Redemption* .....3		
THE 4140	Ethics and Sanctification* .....3		
— —	Open Elective .....3		

[Courses in BOLD represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU.

** Practicum required.]

Required Courses for a Minor in Teacher Education — Total: 19

Note: The minor is recommended for practical and basic training in teaching.

FALL		SPRING	
EDU 3331	Nature of the Learner.....(2)	PSY 3330	Psychology of Learning .....(3)
EDU 3620	Teaching Math .....(3)	EDU 3610	Teaching Language Arts and Social Studies .....(3)
EDU 4610	Teaching Science and Health .....(3)	EDU 4460	Teaching Reading .....(3)
FED 2420	Field Education in Teaching .....(1)	FED 2420	Field Education in Teaching II .....(1)



TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) (minor only)

See also “Applied English” for a major with TEFL components

Program Coordinator: Joe LeTexier

Mr. Joe LeTexier directs the undergraduate TEFL program which functions within the Intercultural Studies Program as well as provides key coursework for the Applied English major. He has been active in teaching Spanish as well as teaching English as a Foreign Language.

The TEFL minor is designed for students who wish to develop the knowledge and skills necessary to teach English as a second or foreign language in a wide variety of cross-cultural settings. Students who complete the TEFL minor along with their bachelor's degree requirements will receive a TEFL certificate upon graduation.

Purpose and Objectives

Students completing the TEFL minor will have been prepared to teach English as a second or foreign language in cross-cultural settings. Students may earn a TEFL certificate by completing the requirements for a bachelor's degree and the TEFL minor.

In addition to receiving all that the general objectives, purposes, and requirements of the college provide, students completing the TEFL minor will be able to:

- Exercise a basic understanding of linguistics.
- Call upon helpful understanding received concerning the nature of language, language learning, and language in culture.
- Make judicious selection and use of materials, methods, and procedures appropriate to effective instruction.
- Draw upon practical experience in planning and developing skills for teaching English to speakers of other languages.
- Draw upon basic principles and rationale for using English language teaching as a means of ministering cross-culturally.

Required Courses for a Minor in TEFL

Total: 18

FALL		
ICS 3140	Cultural Anthropology	(3)
LNG 4471	Basic TEFL Techniques.....	(3)
LNG 4473	Communicative TEFL Skills	(3)
SPRING		
LNG 4472	Practical TEFL Skills	(3)
LNG 4474	Advanced TEFL Techniques	(3)

Designated Electives.....(3)

The TEFL minor requires students to select a 3-semester-hour TEFL-related elective. Courses at CIU that fulfill this requirement include the following:

BIB 3820	Bible for Teachers	(3)
EDU 2110	Foundations of Education	(3)
ICS 2100	Foundations for Missions.....	(3)
ICS 3110	Introduction to World Religions	(3)
ICS 3710	Women in Missions	(3)
ICS 3810	Developing the Church	(3)
ICS 4620	Introduction to Islam	(3)
LNG 4440	Introduction to Linguistics and Bible Translation	(3)
LNG 4475	Introduction to Language Learning	(3)
PSY 3330	Psychology of Learning	(3)
YOU 4800	Cross-Cultural Youth Ministry	(3)

For students completing both the ICS major and the TEFL minor, ICS 3140 is waived within the minor.



VIDEO PRODUCTION (minor only)

Program Coordinator: Dan Delozier

Dr. Dan Delozier supervizes the Video Production minor within the undergraduate Communication Program. This year, we are happy to add Mr. Ken Rife to the Communication faculty specializing in video productions.

The video production curriculum will give the student the opportunity to discover the process to creating video programs. Camera, lighting, audio, directing, producing, editing, graphics, and animation are all aspects that are taught in the Video Production minor.

Purpose and Objectives

The purpose of the Video Production minor is to train the student as a producer of video productions with an understanding of camera, lighting, editing, etc. While each minor is open to all undergraduate students regardless of their major, students who take a minor in Video Production will find that a major or second minor in Communication will enhance their preparation in the area of video production.

In addition to the mission statement, general objectives, and requirements of the college, the objectives of the Video Production program include the following:

- Provide the student with an overview of the production process from inception of an idea to display or distribution of final product.
- Give the student practical, hands-on experience in editing and other digital post-production.
- Establish a technical foundation that will support the student as new technology emerges.
- Provide the student with the opportunity to establish a competency in video production with an emphasis in camera, audio, editing, production, direction, graphics, and animation.

Required Courses for a Minor in Video Production

Total: 18

FALL	
COM 3712	Video Production 1 .....(3)
COM 3716	Still Image Production .....(3)
COM 3721	Audio Production .....(3)
SPRING	
COM 3714	Video Production 2 .....(3)
COM 4710	Video Editing.....(3)
COM 4761	2D Animation .....(3)



YOUTH MINISTRY

Program Director: David Olshine

Dr. David Olshine came to CIU in 1993. Dr. Olshine brings extensive experience working with the youth of this country. In addition to pouring himself into his own students here at CIU, he is a sought-after speaker and has authored or co-authored approximately 20 books. Also on the Youth Ministry team is Mr. Julian "Hule" Goddard and Ms. Karen Grant. With over 20 years of experience in local church and youth ministry, Hule has expertise in outdoor recreational leadership and mentoring students through mission trips. Karen has a passion for teaching, discipling, and leading students toward spiritual maturity. She has over a decade of local church youth ministry experience.

Purpose and Objectives

The purpose of the Youth Ministry program is to reach the next generation by preparing students to evangelize and disciple youth and their families through the power of Jesus Christ.

In addition to the mission statement, general objectives and requirements of the college, the objectives of the Youth Ministry program are to equip the student with the following:

- A biblical philosophy and strategy to minister to the youth and college culture.
- An understanding of contemporary issues and needs of students and their families, utilizing a family systems model of counseling.
- The ability to communicate biblical truths that relate to the felt needs of students.
- The necessary skills to evangelize teens and college students and nurture them toward mature Christian discipleship.
- A plan to mobilize future generations of young people for world evangelization.
- Hands-on experience through internships, labs and field education.

Requirements for a Major in Youth Ministry

Minimum: 128

1. Bachelor's Degree Core 78

See pages 20-22 for more details on core requirements.

▼ Bible and Theology 32

BIB 1110	Old Testament Survey	5
BIB 1120	New Testament Survey	3
BIB 3420	Principles of Bible Interpretation	3

BIB 3421	Principles of Biblical Exegesis and Exposition*	3
BIB 3616	Romans.....	3
BIB 4310	Progress of Redemption	3
THE 3301	Theology 1: God, Christ, Spirit	3
THE 3302	Theology 2: Sin and Salvation.....	3
THE 3700	Introduction to Apologetics	3
THE 4140	Ethics and Sanctification	3

*May be substituted with one of the following: BIB 41__ Biblical Survey, BIB 45__ OT Book Study, BIB 46__ NT Book Study, or BIB 3613 Acts.

▼ General Education 36

Foundation (24)		
COM 2110	Public Speaking	3
EDU 2310	Principles of Teaching and Learning	3
ENG 1110	Written Composition	3
ENG 1111	Research and Literature	3
MAT 2310	Mathematics Concepts and Quantitative Reasoning	3
HIS 1210	Historical Perspectives on Culture and Civilization 1	3
HIS 1211	Historical Perspectives on Culture and Civilization 2	3
SOC 3740	Marriage and Family	3

General Education Distribution(12)

Choose 12 semester hours total including one course from each of the three areas below. See course lists for the three areas on pages 20-22.

- a.) Humanities/Fine Arts
 - b.) Natural Science/Information Science
 - c.) Social/Behavioral Science:
- | | | |
|----------|-------------------------------------|-----|
| YOU 3710 | Counseling Youth and Families | (3) |
|----------|-------------------------------------|-----|

▼ Leadership Development and General Ministry Skills10

Foundation .....(7)		
EVA 1110	Introduction to Evangelism	3
ICS 1210	Introduction to the World Christian Movement	3

SOC 1100 Personal Skills for College Success1
 Other courses have been identified in the curriculum for Leadership Development on page 14

Basic Field Education (3)

FED 2410 Field Education in Evangelism1
 FED 2420 Field Education in Teaching (taken twice or ..
 once with FED 2430)2

Local Church Involvement

Every student is expected to select and actively participate in a local church during his/her time as a student at CIU. It is the expectation that at least one unit of Field Education will occur within the local church as an expression of service.

Professional Program Requirements in Field Education

An additional four units of Field Education serves as the minimal requirements for practical skill development for professional majors; specific requirements by major are listed on page 15. Please refer to those requirements or review the specifics listed in each program.

YOU 4930 Youth Ministry Internship3
 YOU 4400 Field Education in Youth Ministry
 (taken twice)2

3. Open Electives 10

Graduation Requirements

1. Meeting of bachelor's degree requirements previously summarized, including Bible major, General Education core, General Ministry core, General Education Distribution requirements, and Field Education requirements.
2. Completion of the Youth Ministry program requirements as described above.
3. Successful completion of an internship (for major) or a practicum (for minor).

Completion of sufficient electives to total 128 semester hours.

2. Youth Ministry Major Courses 40

BIB 3820 Bible for Teachers3
 YOU 2110 Foundations of Youth Ministry3
 YOU 3110 Issues in Contemporary Youth Culture3
 YOU 3130 Communicating to Youth.....3
 YOU 3410 Evangelizing and Discipling Youth3
 YOU 3411 Evangelizing and Discipling
 Youth Experience.....1
 YOU 3800 Cross-Cultural Youth Ministry3
 YOU 3888 Mobilizing Youth for Missions Study Tour3
 YOU 4310 Strategy for Youth Ministry3
 YOU 4410 Programming for Youth Ministry.....3
 YOU 4411 Strategy for Youth Ministry Experience1
 YOU 4600 Applied Youth Ministry Leadership3
 YOU 4610 Outdoor/Recreational Leadership3

Suggested Program of Study

Total minimum number of semester hours to graduate is 128. As such, students typically average 16 credit hours per semester in order to graduate in four years, or they make the necessary adjustments to their course loads. The following program of study outlines a typical schedule for fulfilling all of the requirements for the program in four years. YOU 3410 will be offered in Spring, 2007, and thereafter as a junior level course.

FRESHMAN YEAR			
FALL		SPRING	
BIB 1110	Old Testament Survey* .....5	YOU 2110	Foundations of Youth Ministry .....3
SOC 1100	Personal Skills for College Success .....1	BIB 1120	New Testament Survey* .....3
ENG 1110	Written Composition .....3	ENG 1111	Research and Literature .....3
ICS 1210	Introduction to the World Christian Movement .....3	EVA 1110	Introduction to Evangelism .....3
HIS 1210	Historical Perspectives on Culture and Civilization 1 .....3	FED 2410	Field Education in Evangelism .....1
		HIS 1211	Historical Perspectives on Culture and Civilization 2 .....3
SOPHOMORE YEAR			
FALL		SPRING	
YOU 3110	Issues in Contemporary Youth Culture .....3	YOU 3800	Cross-Cultural Youth Ministry .....3
YOU 3130	Communicating to Youth .....3	BIB 3421	Principles of Biblical Exegesis and Exposition (or approved substitute) .....3
BIB 3420	Principles of Bible Interpretation* .....3	COM 2110	Public Speaking .....3
EDU 2310	Principles of Teaching and Learning .....3	FED 2420	Field Education in Teaching .....1
FED 2420	Field Education in Teaching .....1	THE 3700	Introduction to Apologetics .....3
MAT 2310	Math Concepts and Quantitative Reasoning .....3	_____	Open electives or Gen. Ed. Distribution courses .....3
		SUMMER	
		YOU 3888	Mobilizing Youth for Missions .....3
JUNIOR YEAR			
FALL		SPRING	
YOU 4400	Field Education Lab: Basic .....1	YOU 3410	Evangelizing and Discipling Youth .....3
YOU 4410	Programming for Youth Ministry .....3	YOU 3411	Evangelizing and Discipling Youth Experience .....1
YOU 4600	Applied Youth Ministry Leadership .....3	YOU 3710	Counseling Youth and Families .....3
SOC 3740	Marriage and Family .....3	YOU 4610	Outdoor/Recreational Leadership .....3
THE 3301	Theology 1: God, Christ, Spirit .....3	BIB 3616	Romans .....3
	General Ed. Distribution courses or open electives .....3	THE 3302	Theology 2: Sin and Salvation .....3
		SUMMER	
		YOU 4930	Youth Ministry Internship** .....3-6
SENIOR YEAR			
FALL		SPRING	
YOU 4400	Field Education Lab: Basic .....1	*YOU 4411	Strategy for Youth Ministry: Expert .....1
BIB 3820	Bible for Teachers .....3	YOU 4310	Strategy for Youth Ministry .....3
BIB 4310	Progress of Redemption* .....3	_____	Open electives or Gen. Ed. Distribution courses .....6-10
THE 4140	Ethics and Sanctification* .....3		
_____	Open electives or Gen. Ed. Distribution courses .....6		

[Courses in **BOLD** represent those required for the major. Courses with *** may be taken through the Independent Distance Learning program at CIU. Courses with **** may be taken during the summer term after junior or senior year (must have completed 90 units).]

Required Courses for a Minor in Youth Ministries — Total: 18

FALL SEMESTER COURSES

YOU 3110	Issues in Contemporary Youth Culture .....(3)
YOU 3710	Counseling Youth and Families .....(3)

SPRING SEMESTER COURSES

YOU 3910	Practicum in Youth Ministry .....(3)
YOU xxxx	Designated (YOU)Electives .....(9)



E D U C A T I O N A L
O P P O R T U N I T I E S
A N D R E S O U R C E S



CIU TRAVELEARN

TravelLearn Director: Patrick Blewett
Office Coordinator: Elisabeth Davis

The CIU-TravelLearn office is coordinated by Mrs. Elisabeth Davis working in collaboration with the Academic Dean's Office. Elisabeth grew up in Italy and speaks Italian, German, and French. She has traveled in many part of Europe. Davis has a unique ability to develop the details for an international tour by integrating international experiences with the needs of faculty.

The goal of the CIU-TravelLearn office is to prepare students to share God's heart for the world. John 4:35 serves as the key verse for the department, "Lift up your eyes - look at the fields," and the department motto is "Showing the World to God's People." Several programs are in perpetual operation, each of which is designed to promote that goal, and each of which is designed to enhance various student programs of study.

Mission Trips

These are individual credit-bearing courses offered by particular majors. For example, the Youth Ministries program includes an annual trip/course, required of all Youth Ministries majors, titled "Mobilizing Youth For Missions" in the Dominican Republic. The course is designed to teach students how to plan and conduct short-term mission trips for Christian young people in churches. A mission trip to Belize sponsored by the Teacher Education program exposes students to teaching in an international setting. The CIU-TravelLearn office facilitates the registration and travel for the course, enabling the students to include the cost of tuition in the price of the trip. The services of the TravelLearn office are available to any department that desires to expose its majors to cross-cultural experiences that apply to what they are learning.



Study Tours

These are credit-bearing courses designed to expose students to the sights, sounds, and cultural practices of foreign cultures. For example, the Humanities program requires the Western Man Study Tour of all its students, but many others join the annual event as well. This is a two-week excursion to Europe,

coupled with historical and cultural instruction. Study tours are also conducted in Israel through Jerusalem University College. On these tours, through the years, many CIU students have gotten their first vision of spiritual need and as a result, are today serving God on various mission fields. Study Tours are open to any department that desires to acquaint its majors with world travel and culture. When the CIU-TravelLearn office handles the arrangements, student tuition is included in the cost of the trip. Tuition for academic credit is included within the TravelLearn price; in other words, credit is granted independent of the normal tuition structures.

TravelLearn Requirements

All CIU-TravelLearn experiences require an application and selection process, screening, and a program orientation. At times, some opportunities will allow alumni and/or other not currently enrolled individuals to participate. Other experiences may be restricted to specific majors; and some experiences may have special restrictions related to physical or emotional health and stamina, spiritual maturity, and/or other requirements. Please consult with the TravelLearn Office for specific requirements for each passport experience. Costs for TravelLearn experiences will be established

based on each individual trip itinerary and published in a brochure.

OTHER OPPORTUNITIES

Distance learning course offerings

For More Information Contact:

Distance Learning & Media Development Office

College-level core and elective courses are available in online or Independent Distance Learning (IDL) formats. Online courses make use of CIU's online learning system at www.ciuonline.com to deliver course materials, instructor commentary, course discussions, and project work. IDL courses make use of audio and video lectures, extended study guides, textbooks, and other materials, as well as CIU Online for updates and discussions. Distance education courses can be completed from any location and at any time. Students can create flexible schedules or accelerate their programs by taking advantage of CIU's award-winning distance education courses. Current resident students seeking to enroll in distance learning (EX) course must meet the same qualifications as a Faculty Directed Study (FDS) or petition for authorization. Additional information can be found in the Academic Life section of this catalog or at www.ciu.edu/distance.

Summer Studies

For More Information Contact:

Undergraduate Academic Dean's Office

Core and elective courses are offered annually in an intensive format during the months of June through August (Summer Studies). The abbreviated format of these sessions enables students to accelerate their programs or to fit continuing education into life and ministry commitments. During Summer Studies, CIU is able to bring outstanding leaders in various fields to the campus. In the more intimate atmosphere of smaller classes, learning takes place in a close enough relationship to get to know and be influenced by the specialists. Registration information for Summer Studies can be found in the Academic Life section of this catalog, p.129.

Midlands Technical College

For More Information Contact:

Undergraduate Academic Dean's Office

Students at Columbia International University have greatly expanded opportunities to augment their Bible and ministry skills training with professional and technical preparation via technical programs offered by Midlands Technical College. A number of CIU students envision bi-vocational ministry, lay ministry, or crucial ministry support roles, and a significant percentage of CIU alumni currently serve in such roles. Christian organizations constantly ask the university to help supply them with biblically trained, spiritually mature individuals for these support roles as well as for more direct ministry vocations.

A CIU student may incorporate a Midlands Technical College certificate, diploma, and associate degree programs into CIU's bachelor's degree program in Bible and General Studies. Refer to the General Studies program for more information about how to blend education from more than one institution into a degree program that is individualized to meet your specific learning and vocational goals. To review Midlands Technical College information, please contact: www.midlandstech.edu.

Jerusalem University College

For More Information Contact:

John Crutchfield, Middle Eastern Studies Program Director

Since CIU is a member of the Associated Schools Consortium of Jerusalem University College, CIU students have access to an off-campus center for the study of biblical history, geography, and archaeology on Mount Zion in Jerusalem. Students enrolled in CIU's Middle Eastern Studies program have a year of study in Jerusalem built into their program, and students in practically any of CIU's other programs may supplement their studies with special programs in the countries identified in Scripture. Because of the cooperative agreement, federal financial aid for students at CIU can be directed toward JUC educational expenses. Please consult with the Student Financial Services Office for specific information and requirements.

JUC provides exposure to the history, culture, language, and geography of Israel from antiquity to the present. The faculty includes Christian, Jewish and Arab scholars from the faculties of Israel's leading institutions, as well as JUC's resident faculty. Classroom instruction is complemented with field work in archaeology and historical geography. Students may study the Hebrew language, Biblical History, Middle Eastern Studies, Early Christianity Studies, and more. Undergraduate students may bring up to one year of study at JUC into their program at CIU. Graduate programs are also available through JUC's School of Graduate Studies.

Course descriptions are published in a separate catalog that is available from the director of CIU's Middle Eastern Studies program or can be seen at www.juc.edu.

Graduate Institute for Applied Linguistics (GIAL)

For More Information Contact:

Joe LeTexier, TEFL Program Supervisor

Students who are interested in linguistics and Bible translation opportunities should consider a summer of study at Graduate Institute for Applied Linguistics (GIAL) (formerly known as Summer Institute of Linguistics), which in the past offered summer linguistics training programs at Universities in Oregon,

Oklahoma, and North Dakota. GIAL provides training in culture and language learning, particularly with reference to languages that have little or no written tradition. The courses at GIAL are designed to train people to work with speakers of minority languages to develop written materials in those languages and to promote mother-tongue literacy. Students may take courses in socio-linguistics, grammatical analysis, phonology, and phonetics, as well as other areas. For further information concerning any of the GIAL programs, contact the Intercultural Studies Program office or write to Graduate Institute for Applied Linguistics, 7500 West Camp Wisdom Road, Dallas, TX 75236, telephone: (800) 892-3356, website: www.gial.org.

Focus on the Family Institute

For More Information Contact:

Terry Powell, FACE Program Director

Dr. James Dobson's "Focus on the Family" organization in Colorado Springs, Colorado operates a one semester academic institute three times each year. College-level students receive intensive course work on family-related topics. Highly qualified experts give instruction on marriage enrichment, parenting, and social trends affecting family values. Through a cooperative agreement with Focus on the Family, CIU students may apply for the one semester (or summer) experience at the Focus on the Family Institute (FOFI) and receive credit at CIU. When a FACE major uses the FOFI for his or her "Ministry Skills Package," as many as 15 semester hours may count toward the FACE program requirements (12 toward the Ministry Skills Concentration, plus the equivalent of CIU's SOS 3740, Marriage and Family, which is a foundation course under the degree core requirements). Students not in the FACE program may also apply for the Institute, yet all but three semester hours usually count as elective credit. Costs are similar to a semester at CIU. Applicants for this innovative educational opportunity work with the FACE program director, but the Focus on the Family Institute — not CIU — makes all admission decisions concerning the applicant's acceptance at FOFI. The website for this opportunity is: www.fofi.org.

EduVenture (Mexico and Fiji)

For More Information Contact:

Kevin McWilliams, InterCultural Studies Program Director

An agreement has been reached between Columbia International University and EduVenture whereby CIU students may participate in the EV program for credit. Those who successfully complete the program will earn up to 18 credits toward graduation at CIU.

EduVenture is a semester-long study program located in Chihuahua, Mexico and Fiji in the South Pacific. The purpose of this program is to provide a unique opportunity to CIU students to study field-based cultural contexts of various groups in one of these locations. The spiritual formation course focuses on individual spiritual development within an academic community

while physical education adventures prepare students physically to reach these culture groups. The community development course gives students the opportunity to use part of their tuition dollars to alleviate third-world poverty among the cultures in the region while practicing principles and strategies of community development. For more information, please contact: www.eduventure.net

Nehemiah Project

For More Information Contact:

Andre Rogers, Pastoral Ministries Program Director

The Nehemiah Project is a cooperative intern strategy that links Southern Baptist churches, associations, state conventions, training institutions, and the North American Mission Board intentionally to prepare church planters to plant healthy, reproducing churches. CIU students earn academic credit on either short-term or long-term church planting internship experiences offered through the cooperative effort of a local church and Southern Baptist agencies, and in doing so, prepare for church planting ministry beyond graduation. For more information about this program or other church planting opportunities representing other denominations, contact the academic dean's office.

Institute for Strategic Language & Culture

For More Information Contact:

Undergraduate Academic Dean's Office

The Institute for Strategic Language and Culture, as part of a continuing partnership with CIU, offers intensive courses in (1) Russian language at basic, intermediate and advanced levels of instruction for students preparing for ministry in Russian-speaking countries and (2) Arabic language at basic, intermediate, and advanced levels of instruction for students preparing for ministry in Arabic-speaking countries. Students may study language full-time (a five-hour-per-day curriculum) or may enroll in individual courses covering vocabulary, grammar, Bible in another language, and conversation language skills. Students enjoy a close interactive atmosphere with qualified instructors who provide an encouraging communicative environment for optimum language acquisition.

Los Angeles Film Studies Center

For more Information Contact:

Dan DeLozier, Communication Program Director

The Los Angeles Film Studies Center is a one semester program of the Council for Christian Colleges & Universities designed to provide specialized academic preparation for placement in the mainstream Hollywood film industry. Participants also develop their skills as advocates to advance an informed and discerning approach to understanding the media, as well as an appreciation for, and support of, the work of their peers in Hollywood. College-level students receive intense

instruction and experience in a 16 credit semester format whereby the student receives credit from CIU. This program provides an excellent learning component within the Communication major. For more information, go to www.bestsemester.com

Washington Journalism Center

For More Information Contact:

Dan DeLozier, Communication Program Director

The Washington Journalism Center is an advanced, experiential semester on Capitol Hill that will cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media in a city that is home to the powerful and the powerless. College-level students receive intense instruction and experience in a 16 credit semester format whereby the student receives credit from CIU. This program provides an excellent learning component within the Communication major. For more information, go to www.bestsemester.com

EDUCATIONAL RESOURCES

Academic Advising Program

CIU's academic advising program is intended to foster developmental relationships between faculty members and individual students as a context for helping students to progress toward the academic, spiritual, and vocational goals of the CIU program. Basic objectives of the CIU academic advising program are as follows:

- To monitor and foster spiritual formation in each student advisee in cooperation with Student Life
- To promote student success and program completion
- To provide information and counsel for each advisee in assessing personal calling, gifts, and interests with reference to career opportunities
- To guide students in selecting a major or minor from among CIU's degree program options or advise appropriate transfer to accomplish career goals
- To assist students each semester in course selection and registration, encouraging them to keep on schedule and on course toward completion of graduation requirements
- To monitor student course loads and academic performance

Each student is assigned a faculty advisor by the Academic Dean's office according to the student's program preference. The student meets with the faculty advisor prior to registration each term, during two to three chapel periods each semester, and at other times when counsel is desired. The advisor approves the courses the student selects and keeps a record of the student's progress.

Ministry Skills Development

The Ministry Skills Development program equips undergraduate students with practical off campus ministry experience through a wide variety of Field Education opportunities each semester for ministry in the community — from prisons and nursing homes to church youth groups and puppet ministries. Students gain valuable skills in Bible teaching, personal evangelism, and other ministries closely related to their programs of study. For more information on Field Education requirements and opportunities, see "Ministry Skills Development" in the Academic Life section of this catalog, p. 130. The following highlights two special opportunities available to students, but many others are available:

■ PERFORMING ARTS TEAMS

One of the enjoyable and exciting ways CIU students learn how God can use them in ministry is through the performing arts teams. These student-led teams use various art forms, such as

drama, music or mime, to share the love of God to Columbia and surrounding areas. Performing arts team members learn to communicate effectively the truth of the Bible using a performing art; they learn how to work on a team and to develop practical ministry skills in real life situations; some even develop life-long friendships. God brings students here to "discover" their gifts and abilities, so no experience is necessary to be a part of one of these teams. Informal auditions are held at the beginning of each school year to determine the best mix of personalities and natural creative ability in order to allow all students involved to have a rewarding experience.

■ BIBLE CLUBS

Through the Ministry Skills Development program, students can lead Bible clubs for local children fun times of singing, games, and Bible lessons that teach children about Jesus and give CIU students invaluable experience in Bible teaching and discipling. These "clubs" are held in churches, backyards, homes, parks, and the inner city, giving students the opportunity to impact the lives of children from many different backgrounds.

Academic Services

The Academic Services office assists students with their academic pursuits. Tutors are available to guide students through academic planning, time management, test preparation, editing, and assigned class work. Help in study skills is available through workshops provided by the department. The Academic Services office also operates the College Level Examination Program (CLEP), through which students can receive college credit for knowledge gained outside the classroom.

Students with physical, emotional, and learning disabilities work with Academic Services regarding necessary accommodations. CIU is committed to providing equal educational opportunities for all students and assisting them in making their university experience successful. In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, CIU provides reasonable accommodations for students with currently documented disabilities. (For most disabilities "current" is defined as within three years.) Requests for accommodations should be made to the Academic Services office, ext. 5612, at least 30 working days prior to the first day of class to help ensure the quality and availability of services needed. Questions regarding requirements for qualifying documentation and disability accommodations should be directed to Academic Services.

■ MINISTRY RESOURCE DEPARTMENT

The Ministry Resource Department (MRD) is an arm of the library housing teaching materials and equipment designed to assist the CIU family in the various outreach ministries. The MRD houses a cataloged collection of over 10,000 resources

including DVDs, maps, models, pictures, posters, puppets, transparencies, and even flannel graphs, all designed to assist in Bible teaching. International costumes, flags, and artifacts may be borrowed for teaching about foreign cultures. Media production equipment, including a Die Cut machine and a laminator are available for creating personal resources. The Curriculum Material Center (CMC), also a part of the MRD, houses sample teaching curriculum for grades K-6 for school settings, and it houses curriculum for all grades in the church education setting.

■ G. ALLEN FLEECE LIBRARY

The library provides a collection of over 150,000 print and non-print items, 400 print journals and print journal back issues representing over 1,000 titles. In addition, access to over 60 electronic databases, many of which are full text, is available through the library website and at the computer work stations in the library. The library participates in an interlibrary loan program through the Online Computer Library Center network of over 59,000 libraries worldwide.

The library supports membership in numerous national and specialized library associations as well as the Online Computer Library Center network (OCLC), the Partnership Among South Carolina Academic Libraries (PASCAL), and the Christian Library Consortium (CLC) and has membership in the American Theological Library Association (ATLA) and the Association of Christian Librarians (ACL).

Visit www.ciu.edu/library for more information.

■ STUDENT COMPUTING CENTER

The Student Computing Center is located in the Joy Ridderhoff Building. The SCC has an open lab and a computer classroom with 50 computers available for lab users. The computers run on a Novell network and use Microsoft XP as the operating system. Microsoft Office XP is available on each computer with other software applications such as WordPerfect, MS Works, Biblio 8, Bible Works, and imaging software available on select computers. One digital editing computer is also available for student use. Black and white printing as well as color printing is also available in the SCC. Other lab services include scanning, CD burning, and Internet access. Students are able to set up accounts by completing a Student User Login Application which is available at the SCC front desk. Lab assistants are available to help students with various computing needs. The SCC is generally open from 8:00 a.m. to 10:30 p.m. Monday through Friday, and 9:00 a.m. to 9:00 p.m. on Saturdays. SCC is closed on Sundays. For additional information, contact the SCC Front Desk at Extension 5147.

■ BOOKSTORE

A campus bookstore, operated by Founders Bookstores, provides new and used textbooks, school supplies, reference books, Bibles, publications by popular Christian authors, faculty publications, gift and novelty items, CDs by favorite artists, CIU clothing, and other CIU imprinted items. It also offers a large selection of snack items and Seattle's Best Coffee. Students may benefit from Book Buy Backs offered at the end of each semester.

■ COPY CENTER

A school-maintained copy center processes copying requests for faculty, staff, and students on a time available basis. The Copy Center is open Tuesday through Friday.



STUDENT LIFE



STUDENT LIFE

Spiritual Life

"...but speaking the truth in love, we are to grow up in all aspects into Him, who is the head, even Christ, from whom the whole body, being fitted and held together by that which every joint supplies, according to the proper working of each individual part, causes the growth of the body for the building up of itself in love." Ephesians 4:15-16

The goal of Student Life is for all members of the Columbia International University community to know God in an intimate way; and, by the power of the Holy Spirit, we want to mature, becoming more Christ-like as we grow in our ability to support and encourage one another in this academic community.

With the Bible as our ultimate authority for what we teach and for how we should live, we promote a lifestyle that derives its core beliefs from the Bible. This rationale is outlined in biblical and ministry standards contained in regularly revised handbooks for students, staff, and faculty.

We do not assume that any of us have arrived at any ultimate level of maturity; instead, we seek to grow and live out life in such a manner that we reflect what we believe the Bible teaches regarding the virtues of holiness, honesty, integrity, and peace. In terms of student learning objectives, the faculty and student life professionals seek to model, mentor, and motivate students as they develop their own views on family, community, personal disciplines, spiritual formation, and godly behavior.

Growth in Community

The primary responsibility for spiritual growth and personal development lies within the individual; we believe this growth takes place best within a community of believers committed to one another in love. Growth involves instructing, modeling, encouraging, and submitting to one another using common community standards.

Growth in community is fostered through personal involvement with other believers. This means we need to cultivate relationships in which we are free to disclose with increasing transparency our needs, weaknesses, fears, and failures to a trusted friend or friends. It also means we must accept the responsibility that comes with trust — humility, caring concern, and commitment to our friends' welfare and growth. This kind of mutual care is essential to personal growth. Beyond its personal benefit, it affords vital preparation for future ministry.

As members of a Christian community, we have a responsibility to each other and for each other. "Loving one another" is expressed in many ways. We love when we serve each other in humility, gentleness and genuine concern. We love when we lift up those who are burdened, struggling, or falling short. How we fulfill our ministry to one another in love will depend upon

our personal maturity, spiritual gifts, available resources and the depth of relationships we establish.

We believe it is important for our educational program to involve the whole CIU community. Faculty, staff, and students grow through interaction with each other and with supervisors, family, and church friends as we all progress toward our common spiritual and personal goals. In addition to course-related experiences, CIU seeks to promote spiritual growth and personal development through chapels, prayer days, field education experiences, and informal fellowship on the campus and in our homes.

Student Rights and Responsibilities

An Outline of Expectations:

AUTHORITY OF THE UNIVERSITY

Although Columbia International University exists for students, the Board of Trustees, by charter and by-laws, is responsible for the educational programs and campus life. The president of the university reports to the Board of Trustees and is responsible for the organization and administration of the school.

SCRIPTURAL COMMANDS AND CLEAR TEACHING

The God revealed in the Bible desires to transform, illumine, and empower both faculty and students. He is the source of all authority and has power to transform His children into the image of Jesus Christ; He is the one who changes our lives in community.

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include *love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control*. "Against such things there is no law." (Galatians 5:22-24 NIV). This "fruit of the Spirit" is to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by members of the University community. They include theft, gambling, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, premarital sex, and pornography), drunkenness, immodest attire, and occult practice.

SCRIPTURAL PRINCIPLES CONTEXTUALLY APPLIED AT CIU

Within the context of our educational mission and cultural circumstances certain responsibilities represent our attempt to apply clear scriptural principles at CIU.

These responsibilities, include, but are not limited to:

- The responsibility to actively participate in the university's life of prayer and faith:
 - To observe Sunday as a special day of rest, worship, and service to the Lord. This includes involvement in a local church and refraining from academic study and work, unless given permission, on Sundays;
 - To have a time of daily communion with the Lord in prayer and meditation on the Word with a focus on personal godliness, spiritual growth, right relationships with others, and God's direction for life;
 - To attend chapel services for worship, inspiration, fellowship, spiritual growth, and the dissemination of community information;
 - To attend Prayer Days each semester for corporate prayer;
- The responsibility to practice complete honesty in connection with course work, interpersonal relationships, and daily activity in every setting:
 - To acknowledge the source of words, sentences, ideas, conclusions, examples, and/or organization of an assignment that are borrowed from a book, an article, another student's paper, tapes, etc.;
 - To only use legally authorized duplication and/or distribution sources for music and movies.
- The responsibility to uphold a level of behavior consistent with the university's model of training for Christian servanthood and leadership:
 - To take care of body, mind, and soul through proper nutrition, adequate sleep, regular exercise, and abstention from harmful practices such as the use of tobacco and illegal drugs;
 - To maintain biblical principles of truth, honor, and purity with regard to visual and listening choices such as movies, music, Internet, computer games and blogging;
 - To limit behaviors that may cause offense or moral failure, such as restricting expressions of physical affection to what is appropriate for the level of commitment of the relationship and refraining from social dancing and drinking of alcoholic beverages.

For further explanation of the implications of these responsibilities, please refer to the *Columbia International University Standards and Lifestyle Expectations*.

THE UNIVERSITY AND THE LAW

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the university community are expected to uphold the laws of the local community, the state of South Carolina, and the nation. Any alleged violations of federal, state, or local laws may be referred to the appropriate law enforcement officials and/or to the appropriate university or judicial body.

UNIVERSITY PRACTICES

In addition to subscribing to biblical expectations, members of the university community intentionally commit themselves to following the university's institutional standards of behavior. This commitment reflects the conviction that these standards serve the good of the individual, the community, and the institution.

For further explanation of the implications of these responsibilities, please refer to the *Columbia International University Standards and Lifestyle Expectations*.

ACADEMIC RESPONSIBILITIES

The faculty has the responsibility to inspire, develop, and equip students for lifelong pursuit of God and servant leadership in His global cause. Students have the responsibility to embrace, inquire, and refine their knowledge, critical thinking processes, skills, and talents for service to God and others. Most importantly, we expect God to participate in the learning process. His role is to transform and illumine the minds of both students and teachers and to empower all for a life of godliness and service.

Academic responsibilities include, but are not limited to:

- The responsibility to share with the faculty in the maintenance of the integrity of scholarship, grades, and academic standards.
- The responsibility to learn the content of a course of study according to standards of academic performance established by the university and the faculty member for each course she/he takes.
- The responsibility to promote by words, attitude, and actions a classroom atmosphere that is conducive to the teaching and learning process for all concerned and to respect the standards of conduct established by the university and each faculty member.
- The responsibility for class attendance and to submit all class assignments (e.g. examinations, tests, projects, reports), by scheduled due dates or accept penalties. If any problem arises regarding course work

or attendance, the student will be responsible for initiating contact with the instructor.

- The responsibility for meeting degree requirements as provided in the university catalog.
- The responsibility to register, "add," and/or "drop" courses in a timely manner to ensure that others will have an opportunity to take courses. The student is responsible to follow the university guidelines if he/she desires an incomplete or needs to withdrawal from the university.
- The responsibility for the financial cost of attending the university.

BASIC RIGHTS OF STUDENTS

Students enrolled at the University enjoy certain rights, including, but not limited to:

Access

- The right to access the programs and services of the university without regard to color, gender, race, disability, or national/ethnic origin.
- The right to receive counsel regarding financial aid sources and implications of student debt repayment prior to incurring financial obligation to the institution.
- The right to withdraw without obligation within a time frame published by the university.

Appeal

- The right to appeal decisions involving judicial or administrative action.
- The right to appeal decisions involving grades.
- The right to seek exceptions to program requirements or academic policies by petition.

Information

- The right to inspect and review educational records except where a student has waived such rights or where access is prohibited by the Family Education Rights and Privacy Act of 1974.
- The right to receive a syllabus for each course which states the goals of the course, the requirements which must be met, the system of grading, and the attendance policy.
- The right to full disclosure of all expenses per semester prior to becoming financially obligated to the institution.
- The right of access to campus crime statistics.

- The right to data on advancement, retention, and graduation ratios.
- The right to own intellectual property created in fulfillment of coursework unless specified otherwise in writing. All revenue generated or compensation awarded through such intellectual property belongs to the owner.

Privacy

- The right to prevent disclosure of directory information or educational records to a third party.
- The right to seek amendment of educational records.

Voice

- The right to be heard with regard to the formulation and improvement of educational programs, policies, and services.
- The right to organize, to assemble, and to express opinions, subject to established procedures.

Judicial

- The right to know, in person when possible, the charges made against him/her in any disciplinary procedure.
- The right to expect that two or more witnesses and/or corroborating evidence support any accusation.
- The right to an appeal process if a student disagrees with disciplinary measures assigned by a representative of the university.
- The right to request that a neutral party be present at appeal meetings as an advocate. This person must be a member of the university's Student Senate and is present only to assist the student in presenting his/her case or testimony, not to serve in a role defending the student's actions.

Complaints

- The right to bring formal complaints against the university and, if not resolved through the normal channels, to register a complaint with the university's accrediting agencies.
- The right to file a formal complaint of discrimination on the basis of disability with the Office of Civil Rights (OCR) in the U.S. Department of Education.
- The right to notify the State Postsecondary Review Entity (SPRE) of complaints related to the university's management of the Title IV programs, or regarding misleading or inappropriate advertising and promotion of the University's educational programs, or other complaints about the institution.

Policies and procedures governing the above responsibilities and rights appear in various university publications. Revisions may be made to such policies and procedures and shall become effective following dissemination or update.

Campus Residency Requirements for Single Students

We believe the best possible way to experience the total life training CIU provides is through living on campus. By living in community with others, students have the opportunity to experience close Christian fellowship with the possibility of developing lifelong friendships. The chance to develop and improve a disciplined lifestyle is enhanced, and there are greater opportunities for participating in social activities. Because of this we have established a campus residency requirement. Students who are single and under 21 years of age are required to live on campus unless they live with members of their immediate family or other relatives in the greater Columbia area. (Living with siblings must first be approved by the Housing Appeals Committee.) For complete details see "Campus Residency Requirement," p. 137 in the Admissions section of this catalog.

Student Discipline

When Student Life personnel must address matters of student conduct requiring discipline, it is done with redemptive intent. Assessment takes into account the nature of the problem and the student's attitude, previous conduct, and length of enrollment at CIU. Students are offered opportunities to grow through counseling and/or logical or natural consequences. The ultimate goal is restoration of healthy relationships with God, other individuals, and their community. The Student Handbook lists some of these avenues.

Student Complaint and Grievance Policy

CIU provides a process for students to voice complaints and file formal grievances when they are dissatisfied with a university service or policy or an action by a university employee. The process aims to be constructive and positive in resolving differences.

This Student Complaints and Grievance Policy covers academic and non-academic matters except in areas where formal policies and procedures take precedence. (Such formal policies and procedures are listed in the student handbook and academic catalogs.)

GENERAL PRINCIPLES:

- Whenever possible and in a timely fashion, a student should voice a complaint informally with the faculty member, staff member, or other student involved.
- The appropriate division (Higher Education, Ben Lippen School, or Broadcasting) will handle student complaints and grievances as quickly and as fairly as possible.
- Anonymous complaints and grievances will not be addressed formally.
- There will be no adverse effect on or retaliation against either a student who, in good faith voices a complaint/grievance or against any person who, in good faith, provides information regarding a complaint/grievance.
- Written grievances will receive written responses within 30 days and will be kept on file in the appropriate office.

PROCEDURES

- **Academic Matters:** If a student has a grievance about a course or faculty member it should be addressed in accordance with the grievance policy of his/her school (Undergraduate School, Seminary, or Grad School). This grievance policy is published in the school's academic catalog. If a student has a grievance about an academic policy or its enforcement, this issue should be addressed with the academic dean of the appropriate school.
- **Non-academic matters:** If a student has a grievance about a non-academic matter it should be addressed with the dean of Student Life.

Academic Grievance Procedures

If a student has a concern about an academic matter, the following process should be followed:

STEP 1:

In keeping with the Matthew 18 principle, the student should discuss the matter with the faculty involved. Faculty will listen to concerns or questions and, when deemed appropriate, amend decisions.

After this discussion if the student feels that one of the following reasons applies, Step 2 of the appeal process may be taken:

- The decision rendered was not supported by sufficient evidence. (i.e. expectations in the class syllabus)
- The academic consequence is more severe than called for by the situation.
- A stated university policy has been misapplied.

STEP 2:

Within three days of receiving an answer from the faculty member, a letter of appeal should be delivered to the student program director*. If the program director* is the faculty member involved, Step 3 should be taken.

The letter of appeal should outline the concern, describe the steps taken and the answer given, and provide an explanation of why one of the above stated reasons can be applied to the situation. The program director* will call a meeting with both the student and the faculty member to discuss the problem and issue a

written decision on the appeal. If the student feels that the program director* decision does not correctly address the reason for the appeal as stated above, then Step 3 should be taken.

STEP 3:

Within three days of receiving a written decision from the program director*, the student should deliver a letter of appeal to the academic dean who will direct the appeal to the Academic Grievance Committee. The letter will be given to the committee chair and the matter will be presented to the Academic Grievance Committee for resolution. The committee is comprised of a minimum of three program directors* or their designees.

The student may request to be in attendance for the discussion of the issue to present a verbal statement and to answer questions. In addition, the student may request a neutral observer (only) who is a student at CIU to join them at this meeting. Neither the student nor the observer will be allowed to be present during the decision making process. Following the appeal discussion and decision, the Academic Grievance Committee chairman will provide a written response to the student outlining the decision.

An appeal of the grievance committee decision may be made to the academic dean only if there is evidence that the grievance procedures were not followed, new evidence surfaced, or inappropriate or disproportionate consequences were imposed. This written appeal must be presented to the academic dean within three days of receipt of the written Grievance Committee decision. A decision rendered by the dean shall be considered final.

A student has the right to register a complaint with the university president and/or provost and then, if still deemed necessary, to accrediting agencies (i.e., ABHE, SACS) to whom CIU maintains accountability.

** In the Seminary & School of Missions, the student's faculty advisor carries out the responsibilities of the program director that is described in this document.*

General Grievance Procedures

STEP 1:

Following the Matthew 18 principle, if a student has a concern about a non-academic matter (e.g. an issue with the business office, security, food service) if appropriate, the student should discuss the matter with the individual or office involved. If a student believes Step 1 is untenable or inappropriate given the situation, he or she may proceed to Step 2. This grievance procedure should not be followed in the case of a discipli-

nary appeal. Please refer to the appeal process in the student handbook.

After a discussion with the individual or office involved, if the student feels that one of the following reasons applies, Step 2 of this process may be taken:

- the decision rendered was not supported by sufficient evidence
- the consequence is more severe than called for by the situation
- a stated university policy has been misapplied

STEP 2:

Once a student has addressed the individual or office involved, the student may direct a letter of appeal to the next appropriate individual office.

Please see Student Life for the appropriate contact person regarding your appeal

STEP 3:

Student grievances or complaints about university procedures may be referred to the Student Senate for its consideration. The Student Senate (executive officers and presidents/leaders of all student organizations) represents all CIU students and can make recommendation to the CIU office involved. If this response still does not resolve the issue, or if the Student Senate is not the appropriate venue for the grievance, the appeal may continue through the following process in order:

Dean of Students, ext. 5234 (Student Center)
Provost, ext. 5039 (Administration Building)
President, ext. 5016 (Administration Building)

STEP 4:

If deemed necessary, the student can register a complaint to CIU's accrediting agencies.

Southern Association of Colleges and Schools

1866 Southern Lane
Decatur, GA 30033-4097
Tel. (404) 679-4500
www.sacs.org

Association for Biblical Higher Education

5575 S. Semoran Blvd.,
Suite 26
Orlando, FL 32822-1781
Tel. (407) 207-0808
www.abhe.org

The Association of Theological Schools in the United States and Canada

(seminary only)
10 Summit Park Drive
Pittsburgh, PA 15275
(412) 788-6505
www.ats.edu

Student Services

■ ATHLETICS/PHYSICAL FITNESS

Since we seek to train and develop the whole person, physical fitness is a key aspect of the overall training program. Students are encouraged to develop healthy habits in the areas of sleep, diet, and exercise. The college seeks to develop an intercollegiate athletic program however one is not in place at the time of publication of this Catalog. Facilities, equipment, organized intramural team sports, and fitness and nutritional information are available to assist students in achieving and maintaining a viable fitness program.

■ CAREER SERVICES

The Career Services Office provides a range of services to assist students with their career and employment needs. The office maintains a password protected job database with current listings for on- and off-campus jobs. There are usually numerous campus jobs available in various departments, some requiring little or no experience and some needing more skill and ability. Part-time and full-time off-campus positions are available in churches, educational institutions, mission agencies, parachurch organizations and in the marketplace, locally, nationally and worldwide. Through personalized assistance, students receive guidance in conducting a job search, self-assessment, resume and cover letter writing, and interviewing.

In addition to the services listed above, career counseling and help with the placement process also occurs in a variety of settings and activities on campus, particularly through academic advising, program specific courses, field education/internships, and chapels. Representatives and recruiters from Christian organizations such as churches, denominational agencies, mission organizations, and educational institutions are on campus recruiting personnel on a regular basis throughout the school year.

Most CIU students find employment in their chosen field within a year after graduation. Students should maintain close contacts with their denominations and local churches, and gain experience that will help them achieve their vocational goals. Students should make use of their entire academic career to investigate organizations, institutions and agencies that interest them.

■ FOOD SERVICES

Food service at CIU is provided through a contract with Pioneer College Caterers, Inc. Pioneer offers on-campus students six meal plan options selected by resident students on a semester by semester basis. Various plans are available during Summer Studies Program; please consult with Student Life to see if a summer plan is available. Off-campus students and guests may purchase meals throughout the week during any regular academic semester.

■ HEALTH SERVICES

Health services, including a clinic operated by a registered nurse with physician access, are provided for the care of CIU students. Students are responsible for the cost of medicines, physician's fees, and hospital charges. A group insurance plan with hospital and medical benefits is required of all students not covered by another medical plan.

■ HOUSING

Single men and women normally live on campus. Students soon discover that this life with peers from various backgrounds has high potential for personal and interpersonal development. Air-conditioned rooms are furnished with beds, desks, chairs, closets and sinks. Students provide blankets, pillows, linens, and curtains. Each on-campus residential facility includes a community kitchen, lounge, and laundry room. For details on reserving a room on campus, see "After Acceptance" p. 109 in the Admissions section of this catalog.

Off-campus housing includes rental mobile homes, apartments (including professionally managed complexes, privately managed duplexes, and federally subsidized apartments), and homes. Also, mobile home trailers and houses can be purchased. Rental prices are dependent upon size, facilities, and locale, typically averaging between \$300 and \$500 per month. A housing register of available units is maintained by the Student Life Office.

Some campus housing is provided for married students in the mobile home "Village." In addition to many homes owned by students, a number of school-owned homes are rented to full-time students. Occupancy is based primarily upon financial need. Applications for the Village, as well as information concerning additional area housing, may be obtained through the Dean of married students or the Student Life Office.

■ INTERNATIONAL STUDENTS

CIU strives to provide a hospitable environment for its many international students. Many faculty members have significant overseas ministry experience. A special international student handbook is published each year to introduce international students to the life of the school and the community. The school's emphasis on cross-cultural ministry and biblical studies provides an atmosphere in which international students are encouraged to relate biblical truth to their cultures and in which North American students are encouraged to appreciate other cultures and how the Scriptures may be lived out and communicated in those cultures. Over 1,000 international students from 91 countries reside in the Columbia area. This large international community and the many churches in the area provide a variety of learning and ministry experiences. The Student Life Office informs, encourages, and helps international students and their families with non-academic concerns, including transition issues and immigration policy and paperwork.

■ KOINONIA FOOD CO-OP

Student families operate an on-campus food co-op, providing quality Harvest Hope Food Bank goods and products at no cost and other household items at a reduced cost to off-campus residents, faculty, staff, and alumni.

■ MARRIED STUDENT SERVICES

Spouses are encouraged to enroll in an academic program or at least in individual courses. (See “Partners in Ministry Program” in the Financial Aid section of this catalog.) Student spouses are also encouraged to be involved in other activities of the student body.

■ PERSONAL CARE AND COUNSELING

Many CIU students grow through discussing life issues with Student Life personnel and other faculty. Non-clinical counseling encourages students in their relationships with God and others, in biblical self-image, and in handling the challenges of life, community, and ministry. Referrals to on-campus licensed professionals or other licensed therapists in the Columbia area are available upon request.

■ POST OFFICE

CIU operates a full-service post office for faculty, staff and students with regular afternoon hours throughout the academic year. Students are assigned a personal post office box for receiving mail. The Post Office sells stamps, postcards and air forms and receives and forwards letters and packages for the U.S. Postal Service. United Parcel Service is also available for deliveries and mailings.

■ NEW STUDENT SUMMER ORIENTATIONS

CIU's Orientation Sessions assist both new students and parents in their preparation for college life at CIU. The orientation program provides a comprehensive introduction to the CIU community and CIU's educational philosophy. While being informative, orientation is also an opportunity for fun and Christian fellowship.

All entering students are required to attend an Orientation session. Orientation brochures are mailed to all accepted students. Students who are unable to attend must notify the Student Life Office prior to the August orientation.

■ WELCOME WEEK

All entering students (freshmen and transfer students) participate in a Welcome Week program designed to introduce them to CIU's spiritual, academic, and social life. The program provides an introduction to CIU life in every dimension. During this program, entering students join a “family group” in which they have an opportunity to develop friendships with fellow entering students as well as with returning students who lead them in making the transition into CIU life. Welcome Week features fellowship, fun, spiritual renewal, and family spirit, in addition to orientation, placement testing, academic advising, and registration.

Admissions



A D M I S S I O N S



ADMISSIONS

Who Should Apply?

Applicants should exhibit strong Christian character, commitment, and potential for effectiveness in Christian ministry. They also should possess scholastic achievement and intellectual ability to handle college assignments.

Though many of our new students come straight from high school, a large number are married persons, transfer students, and career persons. The student body includes people of diverse ages, geographic, and cultural backgrounds, and denominational affiliations. This diversity adds to the richness of the CIU educational experience.

Prospective students are encouraged to discuss personal plans, vocational goals and questions with our undergraduate admissions staff. Within the United States, call our toll-free number 1-800-777-2227. Outside the United States, please call (803) 754-4100, ext. 3024. Our fax number is (803) 786-4041, and our e-mail address is: yesciu@ciu.edu.

At Columbia International University, we offer a challenging curriculum that encourages students to fulfill their God-given potential. Students who choose CIU will become part of an academically strong student body. Our data reveals that of the fall 2005 entering class, the average grade point average (GPA) was 3.23 on a 4.0 scale, the average Scholastic Achievement Test (SAT) score was 1105 (national average is 1026), and the average American College Test (ACT) score was 23 (national average is 20.8). We recognize, however, the power of God to change lives and help students succeed in academic environments. Consequently, we have chosen to adopt the following criteria to guide our admissions process:

Policy on General Requirements for Admission

The faculty has chosen to adopt the following criteria to guide our admissions process:

- Evidence of trusting Christ for salvation and being a follower of Jesus Christ (normally for at least one year prior to enrollment) as expressed through a personal testimony and a pastoral reference.
 - Evidence of a desire to know God better through studying His Word as evidenced by expressing principles one has learned by studying God's Word.
 - Evidence of character development and a maturation process that is consistent with biblical commands and a Christian worldview as expressed through the references of two adults who have observed this maturation process and a pastoral reference.
 - Evidence of an ongoing desire and lifestyle of serving others as expressed by a list of family, church, academic, and extra-curricular activities preparing one for college life.
 - Evidence of a teachable spirit and a desire to learn (including a willingness to submit to school standards and/or those placed in authority) as evidenced by references, personal testimony, and committing to accountability structures at the university.
 - Evidence of a willingness to engage in ministry opportunities at a variety of levels: in the home, in the church, in one's vocational setting, and in one's community.
 - Evidence of an ability and preparation to meet the academic requirements of Columbia International University, demonstrated by possessing a valid high school diploma or equivalent, submitting appropriate standardized testing scores for college admission, and submitting appropriate transcripts of all previous educational experiences in high school and college. Academic policies and procedures listed below help clarify academic requirements for admission.
- Note:** We strongly recommend a college preparatory high school curriculum that includes a thorough background in English grammar and composition, two or more units of a foreign language, two units of mathematics, two units of history, and one unit of natural science.
- Engaged or married applicants are welcome. Spouses or fiancés of applicants should participate in and support any decisions to seek training or ministry involvement.
 - Applicants who have been divorced will be considered for admission on a case-by-case basis.
 - Race, nationality, ethnic origin, sex, and disability are not factors in our selection process.
 - An applicant will not be admitted who denies any teaching expressed in the Doctrinal Standard found on pages 9-10 of this catalog. (Exception: Students are not required to affirm the pre-millennial position expressed in Section 8 of the Doctrinal Standard.)
 - Applicants who hold to doctrines that have historically caused division at Columbia International University may be accepted into a degree program but are encouraged to maintain evangelical unity. Students who create a divisive stance are subject to dismissal.
 - A student will not be accepted as a candidate for a degree who denies any of the doctrines as stated in the Doctrinal Standard, who affirms error in Scripture, or who believes in the ultimate salvation of all men. (Exception: Candidates need not affirm the premillennial position expressed in Section 8 of the Doctrinal Standard.)

Columbia International University reserves the right to deny or revoke the admission of any candidate whose behavior or lifestyle is inconsistent with biblical principles or with the community standards of CIU.

Policy Regarding Academic Requirements for Admission

Admission to CIU is more than simply one's ability to score high on standardized tests. While academic excellence is demanded, the institution understands that our primary mission is adequate preparation of men and women for various types of ministry. Thus, calling provides motivation for training that may be outside the traditional scope of academic expectations. Over the years, CIU has learned that traditional college testing standards are not the best measure of ministry success of alumni even though standardized tests do provide some degree of predictability for academic success in college. Thus, we use a variety of admission options attempting to provide differing levels of academic support if one meets academic admissions criteria. The three types of admission are listed below with guidance practices related to each.

TYPES OF ADMISSION STATUS:

1. Academic Distinction Admission: Because of the high promise for academic success based on standardized test scores, grade point average, and class rank, the student has no academic restrictions for admission, and may qualify for advanced placement in English and/or other subject areas. An advisor is free to explore advanced placement when appropriate.

2. Regular Admission: The student has no academic restrictions (though entrance exams may demonstrate developmental needs in English or Mathematics or grades that demonstrate less than consistent high marks). An advisor is free to guide the student based on normal academic advising in his/her first semester.

3. Provisional Admission: The student is limited to a course load of 15 hours or less with careful advising from the advisor, limited extra-curricular activities as guided by the advisor, and/or limited employment (no more than 10 hours per week without permission of the academic dean). A mid-semester meeting with the assistant academic dean to review academic progress is recommended to ensure successful matriculation into CIU. After 1 semester of 2.0 GPA or higher academic work at CIU, the provisional status is lifted. If the student receives less than a 2.0 GPA, the student moves to academic probation with regular probation rules applied to the student.

The admissions committee does not make admission decisions solely on academic data. Academic criteria provide one component in the admission evaluation. A student's walk with God, character references, maturity and experiences in life and ministry opportunities, and one's essay provide other important aspects that are all considered in admission selection.

As a general rule, no more than five percent (5%) of any admissions class will be accepted at the provisional level collectively at the college.

The table below gives requirements for each level of acceptance. Students must meet two of the three stipulations within each category in order to qualify. (For example: a student with an ACT of 17, a GPA of 2.5, and a class rank in the top 60 percent qualifies for provisional acceptance. Any applicant who cannot meet the academic requirements specified below can petition the academic dean's office for consideration. Such a petition would require both a written explanation why the student should be admitted and an on-campus interview with academic and admissions personnel. Such a petition should include substantive evidence that was omitted and/or not considered in the normal application process.

COMPONENT	ACADEMIC DISTINCTION ADMISSION	REGULAR ADMISSION	PROVISIONAL ADMISSION
Standardized Test Score	ACT: 22 min. SAT 1: 1020 min. SAT 2: 1530 min.	ACT: 18 min. SAT 1: 860 min. SAT 2: 1290 min.	ACT: 17 min. SAT 1: 810 min. SAT 2: 1210 min.
Cumulative Grade Point Average (high school)	3.0 or higher	2.0 or higher	2.0 or higher*
Class Rank (high school)	Top 25%**	Top 50%**	Top 65%**

* A grade point average under 2.0 may be reviewed by the admissions committee and an exception granted allowing provisional or probationary admission based on other relevant evidence submitted within the application process.

** Home school students do not have a class rank, and some schools do not rank students. In these situations, the academic evaluation will be based on course analysis, standardized test scores, and cumulative grade point average, and if necessary, an interview with members of the faculty.

How to Apply

1. To request application forms and instructions, contact: The Undergraduate Admissions Office, Columbia International University, P.O. Box 3122, Columbia, S.C. 29230-3122 or call 1 (800) 777-2227, ext. 5024, or apply online at www.ciu.edu.
2. Send a completed "paper" application form and the \$45 application fee or submit an online application and send a discounted application fee of \$35.
3. Have official high school and/or college transcripts or General Education Development (G.E.D.) scores sent to us. High school transcripts should show, as applicable, class rank, date of graduation, grade point average, and all courses taken. Also have transcripts sent from each school attended beyond high school. Remember, all transcripts must be sent directly from the school to us. Personal copies are not official.
4. Home school applicants are welcome at Columbia International University. Transcripts of all secondary study should be submitted and must include all courses studied and grades received, a cumulative grade point average and a graduation date. Please feel free to contact the Admissions Office if you have further questions.
5. As early as possible, take the Scholastic Aptitude Test (College Boards) or the ACT (American College Testing Program) and request that scores be sent to Columbia International University. ***Columbia International University's SAT School Code is 5116 and the ACT School Code is 3848.*** These scores are used in conjunction with high school grades, class rank, personal recommendations, and other sources to help admissions personnel determine students' potential for success at CIU. Those who are still in high school can find out where and when SAT and ACT tests are offered through their guidance counselors.
6. Reference forms should be mailed to the admissions office directly from each reference.
7. Final action cannot be taken on applications until all forms are received. The Admissions Office will notify applicants periodically of application items still needed.
8. Special instructions for international applicants:
 - a. All application forms are available at www.ciu.edu.
 - b. The American consular office can make available the Test of English as a Foreign Language (TOEFL). Applicants must obtain a minimum score of 525 on the paper test (or 195 on the computer-based test) or 80 on the TOEFL IBT in order to be admitted for study at CIU. Our code number is 5116.

c. All transcripts and academic records of secondary and post secondary study should be submitted to the Admissions Office.

d. International applicants will also need to submit a copy of all academic records to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for validation. Applicants can contact AACRAO at: www.aacrao.org.

e. All academic records not written in English must be accompanied by a certified translation.

Acceptance

Columbia International University follows a rolling admissions policy. Applications are reviewed when the Admissions Office has received all of the application materials. Prospective students are notified of decisions on their applications within a reasonable time frame after the application is completed.

Policy on Evidence of High School Completion and Coursework

Graduation from an accredited secondary school, or a certificate of high school equivalency, or a G.E.D. certificate is a prerequisite for admission; graduation is evidenced by having the secondary school submit directly to the university an official transcript document. Home school students are encouraged to apply; documentation of academic completion (transcript or certificate) is mandatory no matter how high one's standardized test scores are.

Policy on Non Native Speaking English Language Admission Requirement

Those who do not speak English as their native language are required to take the Test of English as a Foreign Language (TOEFL) and/or to submit other evidence demonstrating sufficient ability in North American English as determined acceptable by the institution. The minimum TOEFL total score for CIU undergraduate admission is 525 on the written scored version, or a 195 score on the computer scored version or 70 score on the TOEFL IBT.

Policy on Standardized Test Exemption for Older Students

A student who is 25 years of age or older is not required to submit SAT or ACT test scores because of maturity. If the individual's academic history demonstrates low performance and/or there is no previous college experience, the Admissions Review Committee will review the candidate's performance in previous educational, work, or military training and determine if provisional admission may be appropriate.

Policy on Admission of Transfer Students:

Students transferring to CIU with not less than 24 semester credits over at least two semesters of enrollment, may be evaluated for admission based on college cumulative grade point average rather than a standardized test score, class rank, and high school cumulative grade point average. Students transferring from another accredited institution of higher education should have a cumulative grade point average of 2.0 or higher for regular admission. Any student transferring under this provision with less than a 2.0 cumulative grade point average may be admitted on probation subject to the approval of the Admissions Review Committee after careful review of the candidate's complete file.

Policy on Admission of High School Students for Concurrent Enrollment:

High school juniors and seniors may apply to enroll in lower division college level courses as part of CIU's concurrent enrollment opportunity. Specifically, high school seniors who meet regular admission requirements but have not received a high school diploma are eligible to enroll in lower division college level courses. High school juniors who meet regular admission requirements but have not received a high school diploma or completed a standardized test (SAT or ACT) may petition the faculty for permission for eligibility for college coursework. The Academic Dean's Office will review all concurrent enrollment requests and establish total number of lower division academic credit available for a concurrently enrolled student on an individualized basis.

After Acceptance

- After receiving a letter of acceptance, applicants should submit a tuition deposit of \$300; and for resident students, a room advance of \$100. These are not extra charges. The tuition deposit is a confirmation of intention to enroll and is applied toward the student's tuition at the time of enrollment. The room deposit is held on account to reserve dormitory space as long as the student continues living on campus. Students moving out of the residence halls will receive their deposit upon satisfactory check out. For more details on refunds, see the financial information insert in this catalog.
- Students are encouraged to complete the tuition and housing deposit (\$400 total) shortly after acceptance to ensure a greater opportunity for CIU institutional scholarship funds and a higher consideration for housing preference.
- Upon acceptance, a medical form will be sent from Health Services. You must complete and submit this form, along with documentation of immunizations, before you may register for classes.
- Students who are accepted before completing high school

must ensure that the Admissions Office receives a copy of their final transcripts confirming their high school graduation and reflecting senior class grades and final class rank.

Special Student, Non-Degree Status (NDSS)

Some applicants may receive non-degree, special student (NDSS) admission into Columbia International University. Students in this category include those who have not completed the application process for admission into a degree program and those who are granted SSND admission because of deficiencies in one or more areas of admissions requirements. SSND students may enroll for up to 12 semester hours. After the completion of 12 hours, the student's progress is evaluated to determine whether SSND status should be removed, an alternate program recommended or enrollment terminated. Students who have not completed application to a degree program at this point must either apply as a degree-pursuing student or elect to continue in a non-degree pursuing status. Note that SSND status is not a guarantee of admission into a degree program at CIU.

Instances of Fraud

Anyone found to have been admitted to CIU on the basis of false information may be immediately dismissed and will forfeit all financial payments made and academic credits accumulated during all periods of enrollment following that admission.

Advanced Placement

Columbia International University recognizes that individuals learn in a variety of ways. In some instances, this learning may be validated by taking a standardized examination from an organization such as the College Entrance Examination Board or the American College Testing Program. Applicants who have gained satisfactory scores on examinations such as those of the College Level Examination Program (CLEP) or the Advanced Placement (AP) Program will have test results evaluated similar to transfer credit. This means that certain subjects that are applicable to the student's program may be accepted, but subjects not appropriate to the programs of this college may not be accepted. Students able to demonstrate competency in basic courses in other ways may petition to waive requirements. Further information regarding AP or CLEP credit is available in the rear of this catalog (page 146) or may be obtained in the Academic Services office.

Transfer Credit

Applicants who have completed work at another accredited institution of higher education may receive transfer credit in courses in which they received a grade of "C" (2.0) or better. Transfer credit may apply to a student's program at Columbia International University in one of the following ways: (a) courses that are parallel to required courses in the core curriculum or the student's major or minor program of studies at Columbia International University may be received as meeting the requirement, and (b) courses that do not parallel any required course may be received as elective credit up to the limit of

electives for the particular program in which the student enrolls at Columbia International University. The University is a member of the Higher Education Transfer Alliance (HETA) sponsored by the Council for Higher Education Accreditation (CHEA).

Applicants who have attended non-accredited Bible Institutes, Training Schools, discipleship programs designed as post secondary, should submit their transcripts and copies of the academic catalogues for credit evaluation. Programs will be evaluated based on ABHE compatible criteria and/or any formal relationship with CIU and/or status with ABHE. Any unaccredited academic credit will be accepted on a case-by-case basis with a standard of two-thirds credit for any comparable course provided the student receives an average "C" grade or higher. No more than 32 credits from an unaccredited school can be transferred into an undergraduate CIU degree program. The faculty reserves the right to grant limited credit for unaccredited study by means of direct CIU faculty assessment of a student portfolio combined with a faculty examination of content and/or skill upon authorization of the academic dean.

To obtain an estimate of transfer credit, applicants must submit official transcripts for all post secondary study to the Admissions Office along with their application for admission and a request for an estimate of transfer credit. In some cases, applicants may be asked to send a catalog or prospectus from colleges or other post-secondary institutions attended. The Admissions Office will give an evaluation of such work, but a final evaluation will not necessarily be completed until the end of the student's first semester of study at CIU. A copy of the transfer credit policy is available upon request from the Admissions Office. Please contact the transcript facilitator in the Registrar's Office for further assistance.

Campus Resident Living Requirement

Full-time students who are single and under 21 years of age are required to live on campus.

Single students under 21 who live with members of their immediate family or with other relatives within commuting distance are exempt from the residency requirement. (Living with siblings must first be approved by the Housing Appeals Committee.) The Student Life Office considers exceptions. Those who believe they have a legitimate reason for special consideration to live off campus must submit their request, in writing, to the director of Residence Life.

Employment

We recommend that full-time students limit their weekly employment to no more than 20 hours per week and that freshman students not accept employment prior to completing one semester at CIU. When a student is on academic probation, limitation of outside work or a reduced load while working may be required.

Veterans

Columbia International University is approved by the State Approval Agency, South Carolina Department of Education, State of South Carolina, for training veterans who are eligible for benefits under the Veterans Educational Assistance (G.I. Bill), Disabled Veterans, or War Orphans acts.

Those who are eligible for such assistance should submit their applications to their regional Veterans Administration office. After the student is accepted, the Registrar's Office will provide assistance in securing veteran's benefits.

In accordance with Federal Regulations and guidelines from the South Carolina State Approving Agency (SAA), all Independent Distance Learning (IDL) courses, internships, and Faculty Directed Studies (FDS) will include weekly contact with the course instructor or faculty assistant either by phone, meeting, e-mail, fax, or by regular mail. The initial contact must be made by the end of the drop/add period to avoid an automatic withdrawal from the course. Thereafter, contact should continue on a weekly basis. If contact is not made for three consecutive weeks, the veteran will be dropped from the course as of the last recorded date of contact.

Re-Enrollment

Students who leave the college in good standing and decide to return should note the following items:

- Students who have been absent for one or more semesters should contact the undergraduate Admissions Office.
- Students who have been absent for more than four semesters will need to submit the entire application packet.
- Students who are readmitted after an absence of two or more semesters will be responsible to meet the academic requirements in effect at the time of their return.
- A room deposit is required for students wishing to live on campus.

FINANCIAL INFORMATION

2007-2008 TUITION RATES, FEES, ROOM & BOARD

Listed below are the various fees and tuition rates for undergraduate studies for the 2006-2007 academic year. Please understand that these are the rates BEFORE one receives student financial aid. It is important to consult with Student Financial Services as one begins to calculate the cost of education at CIU.

Undergraduate Tuition (per semester)

Full Time: 12-18 Semester Credits (flat fee).....	\$7,600.00
Part Time: 1-11 Semester Credits (fee is per credit hour).....	\$640.00
Part Time: 19 or over Semester Credits (fee is per credit hour).....	\$475.00
Audit (fee is per credit hour)	\$75.00
Distance Learning (undergraduate rate)	\$325.00

Fees (per semester)

Application Fee	\$45.00
Registration Fee	\$75.00
Course Withdrawal Fee (past drop/add deadline)	\$5.00
Exam Rescheduling Fee (contact Academic Services) <i>cost varies per exam</i>	
Music Fee (classroom based lessons).....	\$112.50
Music Fee (1/2 clock hour private lesson)	\$225.00
Music Fee (1 clock hour private lesson)	\$450.00
Graduation Application Fee	\$25.00
Graduation "re-application" Fee	\$20.00
LATE Graduation Application Fee	\$75.00
TEFL Certificate Fee	\$15.00
Diploma Mailing (outside the US)	\$10.00
Diploma/Certificate Replacement Fee	\$40.00
Diploma/Certificate Certified Copy Fee	\$50.00
Transcript Fee (per transcript sent)	\$5.00
Transcript Fee (one day service regular mail)	\$10.00
Transcript Fee (special services and special delivery)	\$30.00
Art Appreciation Materials Fee (ART 3120).....	\$15.00
Media Fee (courses with heavy instructional media)	<i>cost varies</i>
Vehicle Parking (per semester)	\$15.00
Vehicle Parking (full year)	\$25.00

Deposits

Tuition.....	\$300.00
(Applied to the first semester's tuition)	
Room Deposit	\$100.00

Room & Board

■ 3 Person Rooms

Room & Board (triple occupancy, 21 meals/week or 200 block meal plan)	\$2,500.00
Room & Board (triple occupancy, 14 meals/week or 165 block meal plan)	\$2,350.00
Room & Board (triple occupancy, 10 meals/week or 120 block meal plan)	\$2,175.00

■ 2 Person Rooms

Room & Board (double occupancy, 21 meals/week or 200 block meal plan)	\$2,950.00
Room & Board (double occupancy, 14 meals/week or 165 block meal plan)	\$2,800.00
Room & Board (double occupancy, 10 meals/week or 120 block meal plan)	\$2,625.00

■ 1 Person Rooms

Room & Board (single occupancy, 21 meals/week or 200 block meal plan)	\$3,500.00
Room & Board (single occupancy, 14 meals/week or 165 block meal plan)	\$3,350.00
Room & Board (single occupancy, 10 meals/week or 120 block meal plan)	\$3,175.00

Note: Room and board costs do not include mid-semester breaks and the time between semesters (e.g. Fall Break, Thanksgiving, Christmas, Spring Break). Due to the volume of requests, first choice for housing may not be available.

Estimated Book Costs (per semester)	\$300.00
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Medical Insurance Requirement: All students are required to have accident and hospitalization insurance. Students not covered by an accident/hospital plan must subscribe to one offered by Columbia International University. The appropriate premium is due at each registration. A brochure outlines the premiums and coverage will be sent to you upon acceptance to CIU or by request. Failure to pay the premium in any particular semester will cause your medical policy to lapse.

Explanation of Fees

Undergraduate Tuition: This is the amount the university charges the student for education. It helps to cover the cost of faculty, administration, staff, library, technology, and other campus expenses.

Application Fee: This fee helps defray the cost of processing a potential student for admission. This fee is non-refundable.

Registration Fee: This fee is charged each semester when registering for the next semester. It helps cover the cost associated with the registration process.

Tuition: Tuition and fees cover approximately two-thirds of the overall cost to operate CIU. Thus, tuition pays only a part of the instruction costs, including use of the learning resource center, field education, use of the academic computing lab, and facilities provided for students not included in the cost of room and board.

Room & Board: This fee is designed to cover the costs of your dorm room, the resident assistant, and the cost of food service for the semester. Students must select and participate in a meal plan (meals per week) in order to determine the actual cost. Exceptions are granted only upon the request of a physician. There are six meal plan options. The 21 meal plan includes all meals Monday through Sunday. The 14 meal plan and the 10 meal plan include 14 or 10 meals of the student's choice during the one week period from Monday breakfast through Sunday evening meal. Block meal plans are available in units of 200 meals, 165 meals, or 120 meals per semester.

Exam Rescheduling Fee: This fee helps to pay for taking an examination outside the defined time frame. It helps to defray the costs associated with Academic Services in providing this service.

Audit Fee: An audit fee is charged for any audited course. The fee applies for both full-time and part-time students.

Graduation Fee: This fee helps to cover the various costs associated with printing the diploma as well as costs associated with graduation.

Special Fees: Some courses have special fees to cover items that are specifically purchased for course members, field trips, or individualized learning opportunities such as music lessons.

Vehicle Parking Permit: Students with vehicles on campus must register the vehicle with campus security and pay a permit fee.

TravelLearn Expenses: Some students seek to participate in educational opportunities and tours outside the United States which are coordinated through the TravelLearn office. Tour costs, deposits, and refund schedules are established for each specific tour and are publicized in the tour brochures. Tuition is included within the total tour price.

Student Services Fee: Fees are included within the tuition rate in order to support the various student organizations and student operations (such as student government and the year-book). Please consult with Student Life for a list of the various organizations that are funded by the student body.

Fines: Occasionally, students will violate a campus standard whereby a financial penalty is assessed. Fines are clearly defined in the student handbook along with appeals processes. Please consult with Student Life for more information.

Explanation of Deposits:

Enrollment Deposit: Each new applicant and those re-enrolling must make an enrollment deposit within 21 days following acceptance. This deposit is considered an advance payment and is credited to the student's account. Students who decide not to enroll should notify CIU immediately. If circumstances arise that force an entering student to delay arrival, the student must advise the College Admissions Office prior to the first day of classes or forfeit the deposit (see refunds). When a husband and wife apply at the same time and are accepted to enter CIU at the same time, only one deposit will be required.

Room Deposit: A room deposit is required of all students living in campus residences. For entering students this fee is to be paid at the same time as the enrollment deposit is paid. The room deposit is held to reserve the student's dormitory space as long as the student continues living in the dormitory. It is refunded upon the student's departure from the dormitory (see refunds).

Planning for Additional Expenses:

Estimated Book & Supply Costs: In a college setting, students purchase textbooks (new or used). The specific required books are available through the campus bookstore. The student will pay the bookstore, not the university, for these expenses. Because each person's schedule is different, we offer this estimate based on an average cost for students last academic year. Some semesters will be higher, and others will be lower. A student should anticipate approximately \$300 per semester for related texts and supplies.

Normal Incidental Expenses: There are other expenses that a student should anticipate while attending college that are not listed here. Some of these expenses include clothing, snacks, toiletries, hair care, weekend ventures with other students, offerings, etc. Students should establish a budget in order to anticipate these needs.

Transportation Expenses: In planning for college, a student should also plan for transportation related expenses. This may include bus, train, or air fare to and from college when school is not in session. It should also include transportation costs associated with life on campus. If you do not have transportation on campus, please do not assume someone else should provide it for you for free! Be generous and grateful when others provide you with transportation. If you do have transportation on campus, you need to plan for the various expenses associated with operating a motor vehicle including fuel, normal maintenance, auto insurance, and payments if needed.

Refund Policies:

Tuition Refund Schedule: All tuition will be refunded to students who withdraw from the university before classes begin. Students who withdraw from the university after classes begin or who reduce their course load in such a way as to affect total tuition charges for the semester will receive refunds according to the following table:

Through the end of the registration period	100%
Through the second week of classes	90%
Through the fourth week of classes.....	50%
Through the eighth week of classes	20%

Students who withdraw – totally or partially – receive (for the portion of their withdrawal) the stated percentage above, based on the date of their official withdrawal. On-campus students who reduce their loads to fewer than nine semester hours may continue to live on campus, as space is available. No tuition refund shall be made beyond the academic year in which the courses were available. Students receiving financial aid must also check with the Student Financial Services office concerning refunds. Registration fee, course fees, and certain other fees are non-refundable.

Room Refund Policy: The room and board assessment for the semester includes room rent. Since room space is reserved for the semester, no room rent is refunded regardless of the date of withdrawal.

Board Refund Policy: The room and board assessment for the semester includes food service expenses for the semester. A refund will be made of board beyond the week of a student's official withdrawal based on percentage used. Should a student owe the university any money, this refund will be applied to the account.

Music Lesson Refund Policy: Students who enroll for music lessons are not allowed to discontinue those lessons except under the same procedures which allow dropping of a course. Refund of music fees cannot be made after the registration

period because of the nature of the agreements with instructors for those lessons.

TravelLearn Refund Policy: Non-refundable deposits are clearly identified. Refunds prior to the start of a tour are dependent upon the direct expense to the university that cannot be recovered because of the cancellation. As a general rule, the following refund rates should be anticipated, but are not guaranteed:

Withdrawal with less than 30 days before the Tour	10%
Withdrawal between 30 and 60 days before the Tour	25%
Withdrawal between 60 and 90 days before the Tour	50%
Withdrawal between 91 and 120 days prior to the Tour	75%
Withdrawal over 120 days prior to the Tour	90%

Veterans Refund Policy: Refunds to veterans studying under Title 38, whether the veteran withdraws voluntarily or is dismissed, are made on a strict pro rata basis. This refund includes tuition and all other fees except the registration fee.

Appeals: Sometimes a decision regarding a refund is more complicated than the general rules dictate. The institution seeks to be as equitable as possible. If a student does not believe a refund or an assessment accurately addresses his or her specific situation, the student may seek to appeal the decision. Any appeal of a refund decision should be routed to the Vice President for Business and Finance.

Estimated Cost Per Year (Without Financial Aid Applied)

This good faith estimate is designed to help potential students, their parents, and others interested in supporting the student to see the "retail" cost of education at CIU. It is important for potential students to initiate conversation with an admissions counselor about educational costs so that discussions with Student Financial Services can begin early in the year prior to attending CIU.

TUITION.....	\$15,200.00
ROOM & BOARD	\$5,900.00
ESTIMATED BOOK COSTS.....	\$600.00
TOTAL	\$21,700.00

The Student Financial Services staff can be contacted directly at 1-800-777-2227 or finaid@ciu.edu.



FINANCIAL AID



FINANCIAL AID

Primary responsibility to fund one's education and to seek needed resources rests with the student. When students are unable to fully fund their education from personal resources, CIU desires to assist them in obtaining additional financing from federal, state, institutional and private foundation resources as we are able. Students who wish to be considered for aid from these sources must meet general eligibility requirements as well as fund-specific criteria. Eligibility requirements and instructions for applying are outlined below. International students are not eligible for federal aid but may qualify for Institutional Aid.

Federal Financial Aid

The federal government is committed to assisting students whose personal resources are not sufficient to pay for college. This assistance may come in the form of loans, grants, or federal work-study programs. The primary document used to apply for federal aid is the Free Application for Federal Student Aid (FAFSA). This document will automatically be mailed to every student who applies for study at Columbia International University. Current students will receive a FAFSA in their campus mailbox at the end of each fall semester for use in applying for aid in the upcoming academic year.

To be considered for aid from these sources, a student must meet the following general requirements:

- Submit the Free Application for Federal Student Aid (FAFSA)
- Be enrolled or accepted for enrollment in a regular, degree-seeking program (or other eligible program as defined by the federal government)
- Be a U.S. citizen or eligible non-citizen (as defined by the federal government)
- Male applicants must be registered with the Selective Service (if required)
- Must not be in default on a previous federal loan or owe money back to a federal grant program
- Be making satisfactory academic progress toward a degree (as defined on pages 125)
- Be enrolled at least three hours (not including Independent Distance Learning) each semester and studying at the Columbia campus

Other requirements may apply. Once you submit your FAFSA, the Financial Aid Office will contact you to discuss completion of your application. In order to expedite your federal application process, it is highly recommended that you use the following web site to submit your FAFSA: www.fafsa.ed.gov.

Types of Federal Aid

The following types of federal aid are offered to eligible undergraduate applicants who are pursuing their first bachelor's degree:

Federal Pell Grant

This free grant is available to high-need students (as determined by the FAFSA) who are working on their first bachelor's degree. Grant amounts vary each year as determined by the federal government. Pell grants are directly connected to the number of enrollment hours.

Federal Supplemental Education Opportunity Grants (FSEOG)

This free grant is available to high-need students (as determined by the FAFSA and CIU). Grants are subject to federal funding.

Federal Work-Study (FWS)

This program is designed to subsidize on and off-campus job opportunities for needy students (as determined by the FAFSA). A student may seek employment after arriving on campus by contacting the Personnel Office. All jobs pay at least minimum wage. Even if a student does not meet the need requirements (as determined by the FAFSA) for participation in the FWS program, students may still apply for jobs on campus through regular student employment.

Federal Stafford Loans (FSL)

The FSL is a long-term, low-interest loan made available through a lending institution. Students who demonstrate financial need according to the FAFSA may be eligible for an interest-free loan called the Subsidized FSL Loan. Students who do not demonstrate financial need according to the FAFSA may be eligible for an interest-accruing loan called the Unsubsidized FSL Loan. Generally, an undergraduate student may be eligible to borrow up to the following amounts each year:

Freshmen, 0-29 semester hours:
(\$2625 may be in a subsidized federal loan)

Sophomores, 30-62 semester hours:
(\$3500 may be in a subsidized federal loan)

Juniors, 63-94 and Seniors, 95+ semester hours:
(no more than \$5500 may be in a subsidized federal loan)

Some undergraduate students may be eligible to borrow additional unsubsidized federal loans. Federal Stafford loans do have fees and certain repayment schedules. Contact the Financial Aid Office for more information.

Repayment of federal loans is deferred while students are enrolled at least half time in a degree-seeking program. Interest rates are variable and based upon the 91 day Treasury Bill. The federal government each year determines rate caps and percentages.

Repayment of federal loans usually begins six months after the student graduates or ceases to be enrolled at least half time in a degree-seeking program. There is a standard 10-year repayment period.

Federal Parent Loans for Undergraduate Students (PLUS)

These federal loans are available to parents of dependent, undergraduate students. Parents must demonstrate credit-worthiness (as defined by the lender) to be approved. Loan amounts vary and are generally equal to the student's budget (as determined by the Financial Aid Office) minus other aid the student has been awarded. Interest rates are variable and based upon the 91-day Treasury Bill. The federal government each year determines rate caps and percentages.

Repayment of PLUS loans begins 30-45 days after disbursement; therefore, these loans are not deferred while the student is enrolled. Parents have a standard 10-year repayment period.

Types of State Aid

South Carolina State Financial Aid

All South Carolina aid requires that the student be a full-time student in the semester that the aid is awarded. Residency verification documentation is required annually as is an affidavit attesting to all eligibility requirements. All South Carolina aid is dependent on annual appropriations from the South Carolina General Assembly. While it is unlikely that all funds from any or each of these forms of state aid would not be allocated, it is possible that they may be reduced. The financial aid office will award the student in accordance with the highest level of state aid for which the student is eligible. The following types of state aid are available to eligible students:

The South Carolina Tuition Grant

The South Carolina Tuition Grant is a need-based grant as determined by the Free Application for Federal Student Aid (FAFSA). The average Grant for CIU students is \$2200 but can vary depending on need as determined by the FAFSA. To be considered for the Grant, the federal processor must receive the FAFSA no later than June 30 of the year for which it will be awarded. The student's parents (if a dependent) and student must be residents of the state for a minimum of 12 months prior to being awarded the grant. A South Carolina address must also be used on the FAFSA. For continuing students, the student must earn a minimum of 24 hours per year (or 12 per semester, if a half year student) and maintain a 2.0 GPA. The Grant is available for up to eight semesters.

The South Carolina HOPE Scholarship

The HOPE Scholarship is a \$2650 first-year merit scholarship awarded to high achieving South Carolinians who have graduated from a South Carolina high school. Among other requirements, the HOPE scholarship requires the student graduate with an overall 3.0 GPA (or higher) on a 4.0 scale. HOPE scholarships are not available to students receiving either the LIFE or Palmetto Fellow scholarships. The scholarship is available for up to two semesters.

The South Carolina LIFE Scholarship

The LIFE Scholarship is a \$5,000/year merit scholarship awarded to high achieving South Carolinians who have graduated from a South Carolina high school or home school or from a non-South Carolina preparatory high school while dependent on South Carolina residents. Among other requirements, the LIFE Scholarship requires the student meet at least two of the following three criteria:

1. **High school GPA.** The student must graduate with an overall 3.0 GPA (or higher) on a 4.0 scale.
2. **Rank.** The student must graduate in the top 30% of his or her high school class.
3. **SAT/ACT.** The student must score a minimum of 1100 on the SAT or 24 ACT.

For continuing students, the student must earn a minimum of 30 hours per year (or 15 per semester, if a half year student) and maintain a 3.0 GPA. Transfer students will be evaluated on the basis of all college courses attempted. The scholarship is available for up to eight consecutive semesters.

The South Carolina Palmetto Fellows Scholarship

At \$6700, the Palmetto Fellow is the largest scholarship awarded to South Carolina high school students. The scholarship is awarded to the top 2 percent of high school graduating classes to students with over 1250 SAT scores and recommendations from the high school guidance counselors. For a complete list of criteria, contact your high school guidance counselor. For continuing students, the student must earn a minimum of 30 hours per year (or 15 per semester, if a half year student) and maintain a 3.0 GPA. The scholarship is available for up to eight consecutive semesters.

State Financial Aid (Other States)

If you are not a resident of South Carolina, you should ask your guidance counselor within your high school about state financial aid that can be used outside your state of residency. It is also wise to advise the admissions counselor at CIU so that he/she can work with the Student Financial Services Office in seeking potential funds from your home state.

How to Apply for State and Federal Aid

U.S. citizens and eligible non-citizens must submit the FAFSA (usually by March 1). A FAFSA and a CIU Scholarship Application will automatically be mailed to every student who applies for study at Columbia International University. Current students will receive a FAFSA and a CIU Scholarship Application in their campus mailbox at the end of each fall semester for use in applying for aid in the upcoming academic year. We are unable to consider late applications.

International Students — Funding Requirements

International students must submit the CIU International Student Scholarship Application (ISSA) by March 1 each year. (International students should not submit the Free Application for Federal Student Aid (FAFSA)). The ISSA will be posted in the financial aid section of the CIU website (www.ciu.edu) by early December for the upcoming year. We are unable to consider late applications.

International students seeking financial aid should be aware that they are required by the U.S. Federal government to demonstrate they have the funds necessary to attend the university, prior to arriving in the United States. The U.S. Government has determined that, barring unforeseen circumstances, adequate funding should be available from the same or equally dependable sources for subsequent years of study. (U.S. Federal code 22 CFR 41.61 (b)(ii).)

Highest consideration in awarding CIU financial aid to international students will be given to those students who meet the following criteria:

- Are pursuing their first CIU post-graduate degrees (MA or higher);
- Have a proven record of ministry effectiveness, especially in leadership positions;
- Explicitly affirm his/her intention to return home to engage in a specific ministry role for which “Western” theological education is a strategic advantage;
- Receive endorsement and financial backing from his/her native church and/or coordinating mission agency;
- Have strong references from CIU alumni, particularly those with which they minister

Institutional Scholarships — Funding Requirements

Columbia International University has numerous scholarship and grant opportunities available to qualified undergraduate students. Specific conditions and qualifications may be required of individual scholarships and are noted accordingly. In addition to meeting the previously stated general requirements, all applicants must also meet the following program requirements:

- Be enrolled at least 12 hours during each semester (not including hours taken through Independent Distance Learning) and studying at the Columbia campus
- Be willing to provide an appropriate “thank you” letter to scholarship donors
- Maintain a 2.0 grade point average
- Not be in default on a previous federal loan or owe money back to a federal grant program
- Display excellent Christian character

CIU is able to award institutional financial aid based on available funding and awards aid on a first-come, first-serve basis. All scholarships are subject to revision.

How to Apply for Institutional Aid

U.S. citizens and eligible non-citizens must submit the FAFSA and the CIU Scholarship Application (usually by March 1). These documents will automatically be mailed to every student who applies for study at Columbia International University. Current students will receive a FAFSA and a CIU Scholarship Application in their campus mailbox at the end of each fall semester for use in applying for aid in the upcoming academic year. We are unable to consider late applications.

International students must submit the CIU Scholarship Application (usually by March 1). International students should not submit a FAFSA. The CIU Scholarship Application will automatically be mailed to every international student who applies for study at Columbia International University. Current international students will receive a CIU Scholarship Application in their campus mailbox at the end of each fall semester for use in applying for aid in the upcoming academic year. We are unable to consider late applications.

Note to CIU Scholarship/Endowment Applicants: In order to make CIU scholarships and endowments available to as many eligible students as possible, all CIU scholarships and endowments are entirely forfeited when a recipient withdraws from CIU before the end of a term or drops below twelve hours of enrollment. In such an event, CIU scholarship and endowment recipients are responsible for complete repayment of funds.

Types of CIU Institutional Aid

Undergraduate students can be considered for the following types of institutional aid:

CIU GRANTS & SCHOLARSHIPS

Through the generosity of many friends and alumni, CIU is able to make available grants and scholarships. It is best to understand that a grant is an entitlement that a student receives because of some accomplishment. Scholarships are awarded based on a student meeting the criteria or based on the schol-

arship simply being awarded. Students are eligible for any grant for which they are qualified, but may receive only one scholarship. The Office of Student Financial Services works with the student to determine the best overall financial package for the student. For more detailed information, please refer to the financial aid page on the CIU website: www.ciu.edu/college/admissions/financial_aid.php

SPOUSE TUITION BENEFITS

CIU is committed to the principle that training both the wife and husband makes a stronger family and ministry team. CIU has created two procedures to commit to that principle: the Guest Pass and the Partners in Ministry Scholarship.

■ The Guest Pass

The Guest Pass permits the spouse of a provisional or fully admitted CIU student to attend courses at no charge on a space-available basis with the permission of the professor. The spouse must be in the same course as his or her partner. Guests do not take exams or participate in course assignments; participation in classroom discussion is at the discretion of the professor. Course syllabi and other materials are not normally available. A Guest Pass must be obtained from the Registrar's Office.

■ The Partners in Ministry Scholarship

Tuition discounting is available to students pursuing the certificate on the Columbia campus whose spouses are degree-pursuing students enrolled at the same time. Awards vary based on available funding. Contact the Student Financial Services Office for details.

Private Foundations

Literally thousands of scholarships are offered each year through the private sector. The best resources for exploring these opportunities are the public library, high school guidance counselors and college financial aid offices. Students are especially encouraged to access the Internet for the quickest and most comprehensive search. The following web sites are suggested: www.fastweb.com, www.finaid.org, and www.collegeboard.org. Because of the number of excellent quality, free searches available and because of scams associated with seeking financial aid, we do not advise students to use any scholarships requiring the student to pay for the service.

Other Aid Sources

VETERAN'S BENEFITS

If you are an eligible veteran, you are encouraged to pursue the possibility of Veteran's Education Benefits. You should contact your local VA representative for information and applications.

VOCATIONAL REHABILITATION BENEFITS

Students who are overcoming physical and/or developmental obstacles may be eligible for Vocational Rehabilitation benefits through their state of residence. Students should contact their local Vocational Rehabilitation agency for more information.

Financial Aid Policy for Satisfactory Academic Progress

POLICY

In order to remain eligible for federal, state and institutional financial aid, all students must maintain Satisfactory Academic Progress (SAP) in their course of study. Satisfactory Academic Progress includes both qualitative measures (obtaining and maintaining a satisfactory grade point average), and quantitative measures (obtaining a minimum number of credits toward a degree within specified time limits). The requirements are as follows:

QUALITATIVE MEASURES

- Students enrolled in Columbia International University undergraduate degrees must maintain a 2.0 cumulative GPA.
- Students falling below the minimum GPA for one semester are automatically placed on financial aid probation.
- Students falling below the minimum GPA for two consecutive semesters will be considered ineligible for additional financial aid until reinstated.

QUANTITATIVE MEASURES

Credit hours are evaluated on the basis of the student's enrollment. Enrollment is defined and satisfactory academic progress levels are established as of the last day to register for classes. Satisfactory Academic Progress is evaluated at the end of the spring semester. The determination of satisfactory or unsatisfactory status applies to the next academic year. On the last day to register, undergraduate students are considered eligible under this measure if they earn no fewer than 24 semester hours of undergraduate credit per academic year if at least 24 hours were attempted.

Remedial course work will be considered as part of the student's degree program, but course incompletes, withdrawals, or repetitions may not be used as credit toward obtaining satisfactory academic progress for the purposes of financial aid if those hours are considered attempted yet not earned.

For the purpose of financial aid, students have the following maximum time frame to complete their degrees:

- Full-time students must not exceed 12 semesters to complete an undergraduate degree.
- Freshmen have six years of full-time enrollment or the equivalent in part-time enrollment in which to complete degree requirements.
- Students seeking a second degree that causes their attendance to exceed six years may submit an appeal letter to the Student Financial Services requesting an extension of time.
- New transfer students will have their entry point into the six-year time frame calculated according to the following equation: $\text{credits transferred} \times 75\% = \text{Number of semesters remaining in which to earn a degree}$
- Twenty-four hours during the academic year if they were enrolled both semesters full time (12 or more hours).
- Nine hours for any semester in which they enrolled three-quarter time (9-11 hours).
- Six hours for any semester in which they enrolled half time (6-8 hours).

For example, if a student registered for 15 hours (full time) in the fall and 11 hours (three-quarter time) in the spring, he or she must complete at least 21 hours (12 [minimum hours needed to be considered full time] + 9 [minimum hours needed to be considered three-quarter time] = 21) for the academic year to maintain satisfactory academic progress.

- Summer course enrollment is not used to determine a student's total semester of enrollment; however, semester hours earned during summer sessions are assessed regarding the student's meeting the minimum earned hours requirements. (Therefore, students not meeting the minimum earned hours requirement may restore their record to compliance with this standard through summer enrollment.)

Notifications of financial aid ineligibility to current students applying for financial aid will be mailed during the summer.

APPEALS

After termination/denial of financial aid, a student may appeal and will be considered only when one of the following conditions has been met:

1. Sufficient credit hours are earned.
2. GPA meets the required level.
3. It is established through the financial aid appeals process that the student encountered some type of extenuating circumstance during the semester in question that hindered academic performance (i.e., prolonged hospitalization, death in the immediate family, etc).
4. If a student who has been deemed ineligible for financial aid successfully changes his or her Satisfactory Academic Progress standing, it is the student's responsibility to notify the Financial Aid Office in writing of this change.
5. Students wishing to appeal must submit a completed appeal form and appropriate documentation to the Financial Aid Office stating their reasons for failing to meet Satisfactory Academic Progress and whether or not they have resolved their difficulties. This form must be submitted no later than two weeks from the date of notification of unsatisfactory progress from the Financial Aid Office.

PROCEDURES

The Financial Aid Office will run a Satisfactory Academic Progress report in June. Notifying students of their unsatisfactory progress early in the summer may permit some students to make up for courses during the summer. A probationary report will be run in January so that the Financial Aid Office can send letters to students warning them of potential unsatisfactory academic progress.

FINANCIAL AID REFUND POLICY

If an undergraduate student who is receiving financial aid withdraws from school, either partially or completely, during the course of an enrollment period (semester or short term), policies have been established in accordance with federal regulations to ensure a fair and equitable refund of tuition. Refund policies are subject to federal regulations and may change during the course of a school year. Contact the Financial Aid Office for a complete copy of the current refund policy.

Note to CIU Scholarship/Endowment Applicants: In order to make CIU scholarships and endowments available to as many eligible students as possible, all CIU scholarships and endowments are entirely forfeited when a recipient withdraws from CIU before the end of a term or drops below 12 hours of enrollment. In such an event, CIU scholarship and endowment recipients are responsible for complete repayment of funds.

STUDENT RIGHTS STATEMENT

Students attending schools that participate in federal student aid programs (Title IV programs) have the right to notify the State Postsecondary Review Entity (SPRE) of complaints related to the institution's management of the Title IV programs, or regarding misleading or inappropriate advertising and promotion of the institution's educational programs, or other complaints about the institution. Students must first complete the institution's internal grievance process. The SPRE may be contacted by telephone at (803) 737-2264, or by mail at the following address: The S.C. SPRE Complaint System, 1333 Main Street, Suite 200, Columbia, SC 29201.

**Scholarships, Endowments, Grants
Provided to Students of CIU**

The CIU Scholarship Application must be completed for the student to be considered for any scholarships, except for those scholarships specifically mentioned as requiring separate scholarship applications. Only one CIU Scholarship Application is required for a student to be considered for all other scholarships. CIU Scholarship Applications must be received at the Financial Aid Office by the deadline to be considered. To apply for scholarships requiring separate applications, contact the Financial Aid Office.



ACADEMIC LIFE

ACADEMIC LIFE

Enrollment Information

REGISTRATION

Entering students register for courses via CIU's Online Registration module. Prior to registering, students receive instructions on the registration process and guidance concerning a course of study from a faculty advisor.

For returning students, registration materials are available online at least six weeks prior to the end of the current term and remains open through the drop/add deadline. Students can register via their ciuonline.com e-mail address. All financial obligations of the preceding semester must be met before the student may register for another term.

Students using college housing should register for a minimum of 12 hours each semester. The Dean of Student Life may make exceptions.

A minimum of 12 semester credit hours constitutes a full academic load. The normal load for a full-time student is approximately 16 semester hours. (A student needs to average 16 semester hours in order to graduate within eight semesters.) The full-time tuition fee for a semester pays for 12 to 18 hours. Students who take more than 18 hours must pay additional tuition.

To register for more than 19 semester hours, an entering student must score above the 85th percentile on the SAT verbal test. All other students should have a 2.75 or better grade point average for the previous semester. Any student wishing to take 20 or more semester hours must file a petition with the undergraduate Academic Dean's office.

Students are not permitted to register for credit courses after the drop/add deadline without specific permission from the academic dean.

CHECK-IN

During the start of each semester, a designated "check-in" period is established in which students validate their arrival for the semester to insure proper processing by the Registrar's office, Student Financial Service's office, and Business and Accounting Services' office. Until the final clearance is received during "check-in," a student is not fully enrolled for the semester.

Ministry Skills Development

FIELD EDUCATION

Normally, all students are required to register for Field Education during any regular semester in which they take more than six hours of course work until they have completed all Field Education program and program specific practicum or internship requirements except one's first semester. Practicum and internships may be required in lieu of field education units. The requirements for transfer students will be modified according to the number of semesters they have already completed. An approved internship experience concurrent with class work in a regular semester will count as Field Education experience for a maximum of two semesters for most programs.

All students must have practical field experience in personal evangelism (one semester) and Bible teaching (two semesters). Normally these experiences will come during students' first and second years of enrollment in order to facilitate correlation with skills courses. However, the evangelism field education requirement may be satisfied through training and experience prior to enrollment or through summer ministry. Evangelism field education requirement may also be met in some instances in connection with participation in musical groups or performing arts teams. After these basic requirements are met, Field Education should be related as closely as possible to the student's academic program, vocational goals and the development of leadership skills. A student may request other ministry areas by consulting his program director and the associate dean of Ministry Skills.

The normal requirements for each baccalaureate program are described under its program description. Students who fail a semester of Field Education will be placed on academic probation and will be required to make up the failed assignment by taking an additional assignment in a subsequent semester or fulfilling the requirement during a vacation period. Satisfactory Field Education performance in a subsequent semester may remove the student from academic probation.

Internships and Practica

Most professional majors have an internship requirement that is completed in the summer before or during the student's senior year. Normally, one semester hour of credit is earned for each 50 hours of ministry at the point of ministry. Internships have course prerequisites and require pre-ministry faculty training, extensive evaluation during the internship by a field supervisor, and post-ministry faculty evaluation. As prescribed by each program, an internship may be extended throughout the school year along with regular courses or completed in one semester or summer. Registration for an internship as a course is possible only when the student has an approval signed by the program director and the associate dean for Ministry Skills Development. A practicum

is also offered in some of the professional programs. The practicum requires less extensive faculty training and field supervision than does the internship. A special tuition rate is charged for the practicum. With program director approval, internship program requirements may be fulfilled by a practicum.

FACULTY DIRECTED STUDY (FDS)

Faculty Directed Study (FDS) furnishes a student the opportunity to pursue, under the direction of a faculty member, subjects of interest and relevance to the student's academic and vocational goals, but that are not directly covered in a regular course. FDS courses provide opportunities for independent learning to develop creativity of mind, to reinforce the habit of initiative by providing situations that call for it, and to cultivate the capacity to continue students' education throughout their lives. Students who are eligible for FDS are normally juniors and seniors with a minimum GPA of 3.0.

Students wishing to register for FDS must obtain a FDS request form from the Academic Dean's Office and discuss the proposed study with one's advisor and the appropriate faculty member who would direct the study. The faculty member should make sure the form is completed properly, including the course title, proposed requirements, and hours of credit. (Check the Course Description section of the catalog for the appropriate course designation and number.) Once the instructor has signed the form, it should be signed by the student's academic advisor and then delivered to the academic dean for final approval. Once the approval has been granted, the student must register for the course through the online registrar. A maximum of 12 semester hours of a student's program may be taken by Faculty Directed Study. The regular grading system is used for these courses. Courses available through Independent Distance Learning may not be taken as FDS.

DISTANCE LEARNING COURSES

CIU offers distance education courses for students who cannot attend classes in Columbia and those who need greater flexibility in scheduling. Two formats are available. Online and Independent Distance Learning (IDL). All students taking distance education course have access to CIU's online community and distance library services. The library will ship books and other research materials anywhere in the world to students taking distance education courses, and the online databases make full-text scholarly articles and other resources just a click away. CIU's distance education courses have won more than a dozen awards from ACCESS, the Christian Distance Education Association. For a list of courses currently available in the IDL or Online format, visit www.ciu.edu/distance.

Online courses are offered during regular semesters and may be taken as part of a semester course load or separately. Students taking online courses receive their course materials, review instructor commentary and lectures, engage in topical discussions, and exchange projects and assignments through CIU's online learning platform at www.ciuonline.com. Some course materials are also available on CD for offline convenience.

IDL courses may be taken as part of a semester schedule or on an extended independent study basis. Those taking an IDL course on the independent system may register and begin a course at any time and take up to six months to complete the course. Course materials are available on CD or cassette tape, and include audio and video lectures, an extensive study guide, and self-paced projects and assignments. Students have access to the course professor, faculty assistant, and other students taking the course through e-mail and CIUOnline.

Online and IDL courses taken as part of a semester load will count toward residency requirements, and they may qualify for financial aid. In order to qualify for residency and financial aid, all assignments must be completed by the last day of the semester. There is no tuition discount for Online or IDL courses taken on the semester system. A tuition discount is available for IDL or Online courses taken on the six-month system; however, these courses do not count toward residency and do not qualify for financial aid.

No more than 15 semester hours of non-resident distance education courses from CIU or any other accredited institution may be applied toward an associate degree at the college. No more than 30 semester hours of non-resident distance education courses from CIU or any other accredited institution may be applied toward a bachelor's degree at CIU. For more information about distance education at CIU, visit www.ciu.edu/distance or call (800) 777-2227, ext. 5710.

Distance education courses are specifically designed to serve distance-learning students. Juniors and seniors studying on campus with at least a 3.0 gpa may register for distance education courses in order to alleviate schedule conflicts and/or to accelerate progress toward graduation. Any resident student who is not classified as a Junior or Senior, may petition for distance education courses; however, significant evidence of one's ability to function as a self-starter and significant evidence of personal discipline will be required in addition to reasons why this delivery system is needed.

SUMMER COURSES

Core and elective courses are offered every year in intensive formats during the months of May and June (Summer Studies Program) at the undergraduate level. The abbreviated format of these sessions provides unique opportunities for students to accelerate their programs and for people involved in ministry, missions, and other vocations to fit education into their schedules. For dates, see the calendar at the end of the catalog. Information is available from the undergraduate Admissions Office (800) 777-2227, ext. 5024 or from the Registrar's Office (803) 754-4100, ext. 5028.

The Graduate School and the Seminary also offer selected offerings during the summer. For more information regarding their offerings, please contact the Graduate School & Seminary Admissions office (ext. 5335).

ADVANCED PLACEMENT (AP) AND COLLEGE LEVEL EXAMINATIONS PROGRAM (CLEP) CREDIT AT CIU

Advanced Placement (AP) and College Level Examination Program (CLEP) credits are both offered at CIU. For incoming students, please refer to the AP section under admissions on page 154. A list of accepted AP exams and scores is at the end of this catalog. All AP examination scores and documentation must be submitted directly to the Registrar in order to determine credit. Tests must be complete before the starting date of classes when entering CIU.

CLEP credits may be earned via testing using this national examination service. A list of accepted CLEP exams and scores is at the end of this catalog. All examination scores and documentation must be submitted to the Registrar before credit can be granted. No credit can be earned through CLEP if the student has started a designated course and/or finished a designated course failing.

COMPETENCY EXAMINATIONS

A student, when authorized by (1) his advisor, (2) the instructor of record, and (3) the dean may challenge the knowledge and/or skills of designated courses within the curriculum similar to the structure established for CLEP. If the student passes the instructor's comprehensive "competency" exam, with a minimum of a "C" grade or higher, the student may either (1) accept the credit for the course based on established proficiency or (2) have the course waived so that a more advanced course may be substituted within the program or an FDS substituted within the program. For a list of qualified courses, contact the Academic Dean's Office. The student will pay a testing fee whether or not he or she is granted credit. Credit posted to a CIU transcript via a Competency Examination will cost one-fourth of the current tuition per hour rate if outside the 12 to 18 credit flat rate. All examination scores and documentation must be submitted to the Registrar before credit can be granted. No credit can be earned through a competency examination if the student has started a designated course and/or finished a designated course failing at CIU. No more than 12 semester hours of Challenge Exam credit can be used in an undergraduate degree program.

COURSE AUDITING

When interest is expressed in attending a course for personal enrichment, rather than academic credit, registration is offered on an audit basis. Auditors do not generally submit assignments, and their level of participation in class discussions is left to the discretion of the professor. Students wishing to audit a course must indicate this as part of their registration process. An auditing fee per semester hour is charged. Freshmen may not audit courses. No more than 25 percent of students registered for any course may be auditors. Skill courses are not open for auditors.

COURSE WITHDRAWAL

In some cases, it may become necessary or advisable for students to drop a course for which they have registered. Prior to

the drop/add deadline, the student should consult with his or her advisor before changing his or her schedule. Between the drop/add deadline and the withdrawal deadline, obtain a "Course Withdrawal" form from the Registrar's Office, complete the requested information, and obtain all required signatures before submitting it to the Registrar's Office for processing. Course withdrawal should be completed as early as possible in the semester. Tuition refund schedules are subject to change; the current rate schedule is available in the Student Financial Services Office. Students withdrawing from a course after the withdrawal deadline will receive a "Withdrawn Failing (WF)" grade, equivalent to a failing (F) grade. A withdrawal (W) may still be given for serious circumstances excused by the academic dean or for medical reasons approved by Student Life (see the Registrar's or Dean's office for medical criteria).

The course withdrawal deadline in a normal semester format is after the first five weeks. The withdrawal deadline for courses offered in an intensive format is after two days for a one-week course (40 percent of the course), three days for a two-week course (30 percent of the course), and four days (20 percent) for a three or more week course. Students are responsible for following established withdrawal procedures.

ACADEMIC PETITIONS

Students seeking exceptions to program requirements or academic policies may submit an academic e-petition. An e-mail from one's ciuonline.com address only must be submitted to the advisor by the student containing the request as well as the rationale for the request. The advisor takes action to approve or disapprove the petition and replies to the student with a copy of the petition being forwarded to the Dean's Office. Where appropriate, approval by the course instructor(s) must be obtained before submission to the Academic Dean's office for approval. If approved after review by the Dean's Office, the e-petition is forwarded to the registrar. After the registrar takes action, the Registrar's Office will post the petition to the student's record and notify the student of the final action on the petition. A student who wishes to take correspondence courses or summer school courses from another institution should consult with his/her academic advisor and seek permission through an academic petition to transfer the credit to CIU prior to taking the course. Courses taken without prior approval through petition may, in some cases, not be applicable for transfer credit into the student's CIU degree plan. It is the student's responsibility to print and keep a copy of the final action from the Registrar's Office.

CLASSIFICATION OF STUDENTS

The undergraduate student body is divided for class organization on the basis of academic classification. Part-time and unclassified students participate in the activities of the class to which their accumulated hours would admit them were they regular students.

- **Full-time** — A student registered for 12 or more semester hours.
- **Part-time** — A student registered for fewer than 12 semester hours.
- **Part-time Non-degree** — A student who has made special application as a part-time student with no degree objective. Part-time non-degree students may not register for more than eight hours of credit each semester and may not accrue more than 50 credits. Part-time non-degree students will be eligible to take only those courses for which they have had the prerequisite training and background. Financial Aid may not be available to students who have no intent on degree completion.
- **Freshman** — A high school graduate or one who presents satisfactory scores on equivalency examinations.
- **Sophomore** — A student who has completed 30 to 62 semester hours. (Note that a student who wishes to earn the A.A. degree must have completed 63 hours with a grade point average of 2.00).
- **Junior** — A student who has designated and been accepted into one of CIU's four-year programs and who has completed 63 to 94 semester hours.
- **Senior** — A student who has completed at least 95 semester hours, has a grade point average of at least 2.00, and is making satisfactory progress toward meeting all graduation requirements.

ENROLLMENT IN GRADUATE LEVEL COURSES

Graduate level courses numbered 5000-5999 are also open to upperclassmen for undergraduate degree requirements. Junior or senior undergraduate students may enroll for up to 12 semester hours of graduate credit in courses numbered 5000-5999. A student classified as a junior must petition for admission; an academic petition is not required for a student classified as a senior. A student registers for a "5000" course in the same way as for his or her other courses for the semester. Graduate level requirements within a "5000" course will need to be maintained no matter what classification the student has.

ACADEMIC PROVISION, PROBATION, AND SUSPENSION

Entering students who evidence deficiency in academic qualifications may be admitted as a provisional admission. Normally, such students are restricted to a maximum of 13 semester hours of course work and should achieve a grade point average of at least 2.0 by the end of their second semester in residence at CIU in order to continue in school. Students accepted on

academic provision are also normally required to take SOC 0100 College Study Skills. Provisional admission students may also be required to take ENG 1000 Basic Writing Skills, depending on their test scores on the COMPASS writing test administered during New Student Orientation and/or their SAT or ACT scores in English.

Continuing students are placed on academic probation at the end of any semester in which they earn a grade point average below 2.00 during that semester. If a student is on academic probation, absences from classes are not permitted except for illness or an emergency. A student on academic probation may be required to (1) carry a reduced course load, (2) reduce or eliminate employment, (3) reduce extra-curricular activities, and/or (4) carry out other measures recommended by the academic advisor or administration to help them improve one's scholastic standing. Other measures may include referral to Academic Services for tutoring and/or testing. In many instances, students on academic probation will require additional semesters to complete their studies. Academic probation is removed when a student accumulates a satisfactory cumulative grade point average of 2.0 or higher.

Students who fail a semester of Field Education will also be placed on academic probation and will be required to make up the failed assignment by taking an additional assignment in a subsequent semester or fulfilling the requirement during a vacation period. Satisfactory Field Education performance in a subsequent semester may remove the student from probation.

Students on academic probation will be notified and placed on "watch" immediately after the semester when the grade point average fails to meet the institutional standard. After two consecutive semesters on probation, the student will receive a written "warning" from the academic dean indicating that failure to demonstrate substantive change in status will result in academic dismissal. Substantive change means immediate improvement above a 2.0 gpa for the next semester and continued efforts to retake failed courses in order to remove probation status. Students, who at the end of any three consecutive semesters have not removed themselves from academic probation and/or demonstrate substantive change (current semester) will be dismissed from the college.

ACADEMIC DEAN'S LIST

Any full-time student (12 credits or more) who completes a semester of study with a minimum of a 3.5 grade point average during a semester will be identified and honored as a student on the Academic Dean's List. Any student who completes a degree program maintaining a cumulative grade point average of 3.5 or higher will qualify for graduating with scholastic honors.

READMISSION

Students suspended for academic reasons may apply for readmission through the Undergraduate Admissions Office after an absence of one year. At this time of readmission, the academic dean evaluates the causes for the dismissal and any evidence that the student may now be able to make

satisfactory academic progress. Students deemed capable of making and maintaining satisfactory progress may be readmitted on academic probation. In certain cases approved by the dean, students may be allowed to take Summer Studies course work in an attempt to improve the grade point average.

WITHDRAWAL FROM THE COLLEGE

In cases where it becomes necessary or advisable for a student to withdraw from the college, it is the responsibility of the student to (1) obtain a "School Withdrawal" form from the Registrar's Office, (2) complete the requested information, and (3) obtain all required authorizations before submitting it to the Registrar's Office for processing. Failure to follow withdrawal procedures will result in grades of "F" for all courses. Students withdrawing from school after the withdrawal deadline (see under "Course Withdrawal") will receive a "Withdrawn Failing (WF)" grade, equivalent to a failing (F) grade. A withdrawal (W) may still be given for serious circumstances excused by the academic dean or for medical reasons (see the Registrar's or Dean's office for medical criteria).

SUSPENSION OR DISMISSAL

In addition to dismissal for academic reasons, students may be required to withdraw or be suspended from CIU when their behaviors and attitudes are inconsistent with the standards or the basic purpose of CIU. Such withdrawals or suspensions may be for a specific time during which the student has opportunity to evaluate his/her personal goals and relationship to the university. The dean of Student Life serves as the administrator of this college policy and serves as the adjudicator in disciplinary matters related to character or behavior. (See information regarding student discipline in the Student Life section of this catalog, or consult the student handbook.)

Classes and Examinations

Attendance

The heart of the college experience, in many respects, will be the work done in the classroom. The undergraduate faculty, therefore, takes a serious view of class attendance. The course offerings are designed to enrich a student's preparation for life. A student will need to interact with the professor and students and to learn more from a course than simply "getting the notes" in order to perform on an examination. Significant insights and perspectives may surface in classroom, and a student is expected to contribute to class discussion.

The faculty recognizes that extenuating circumstances sometimes necessitate missing classes. The number of absences allowed without written permission varies according to the status of the student, the number of class meetings each week, and whether the course is freshman, sophomore, junior, or senior level. For more information, see "Absences" below and "Exceptions to the Absence Policy" on the following page.

Absences

There is no formal "cut" system, but it is recognized that sickness, academic field trips, or some emergencies may necessi-

tate missing classes on occasion. To allow for this, while still encouraging students to accept responsibility for class attendance, the university does not require written permission for every course absence, as indicated in the following table:

COURSE LEVEL	CLASS SESSIONS MEETING EACH WEEK	ABSENCES PERMITTED WITHOUT WRITTEN PERMISSION PER SEMESTER
1000 Level Courses	1 or 2	1
	3 or 4	2
2000 Level Courses	1	1
	2 or 3	2
	4	3
3000 Level Courses	1	1
	2	2
	3	3
	4	4
4000 Level Courses	1	1
	2	2
	3	3
	4	4

All additional absences require written permission. Please note that absences above relate to the number of class meetings held weekly, not to the credit hours involved. Written permission can be granted by the student's physician, the academic dean, or the course instructor.

One should note that the above table is not a provision for "cuts" but for absences for valid reasons. So, for example, if allowance is made for three absences in a course, and a student takes them for reasons other than indicated above, the instructor may not choose to excuse a later absence due to an illness or emergency that could have been covered by the absences allowed. Normally, the penalty for unexcused absences will involve a grade reduction.

In certain participatory classes, students must account for all absences. In such cases, teachers will clearly indicate this requirement in the class syllabus. They will also indicate the penalty for noncompliance. Listed below are terms and additional requirements related to course attendance:

- Academic Probation.** Students on academic probation must receive prior permission from the course instructor for all absences, unless medically excused.

- **Record.** Students are responsible for maintaining a record of their own absences, tardiness incidents, and reasons for each. This information is important in case of excessive absences or to make an appeal to the academic dean.
- **Lateness.** Three unexcused tardiness incidents equal one absence.
- **Excess Absences.** Absences exceeding the number permitted will not ordinarily be excused by the instructor. Instructors have the right to specify for their classes the penalty for excessive absences. In most cases, the penalty will be a grade reduction.
- **Maximum Absences.** Normally students are not permitted to miss more than 25 percent of class meetings regardless of the reasons. If absences exceed this number, students will normally receive a grade of F, unless properly withdrawn from the course, in which case a grade of W may be assigned. Where extenuating circumstances are involved, an appeal to the academic dean may be made for special consideration. The dean will review the course syllabus as well as the faculty and student record prior to rendering any decision.
- **Exams, tests, quizzes.** Students are not usually permitted to miss a class on the day of a scheduled quiz or exam.
- **Veterans.** If a student is a military veteran and is receiving government benefits, the veteran is responsible to follow the attendance regulations established by the Veterans Administration.

EXCEPTIONS TO THE ABSENCE POLICY

Scholastic privilege. Juniors and seniors who carried an academic load of at least 12 hours for credit the preceding semester, and who earned a grade point average of 3.5 (slightly above B+) or higher during the preceding semester, normally are not required to account for their class absences (subject, of course, to the maximum absences as stated above). In certain participatory classes, however, an account should be given for all absences. In such cases, the teacher will clearly indicate this requirement in the class syllabus. The teacher will also indicate the penalty for noncompliance. In most cases the penalty will involve a grade reduction.

Holidays. Students may receive double absences for being absent from classes the day before or after a holiday or vacation period as specified by the instructor within the syllabus.

Music lessons. Students are accountable for every meeting of private music lessons. Students should notify the Music Office at least 24 hours in advance (except in emergencies) when they need to cancel a scheduled private music lesson.

Field trips. A required school function (such as a field trip or a music tour) that causes a student to miss classes and chapels is considered an excused absence. In the case of individual

required field trips, students are responsible to submit their own chapel absences or weekend leave forms.

ASSIGNMENTS

Due dates for research papers, book reports, and other assignments are normally given in the course syllabus. Students are responsible to plan and pace their work so that assignments will be submitted when due. Any exceptions to the schedule established in a course syllabus are at the discretion of the instructor provided the change does not negatively impact the student's ability to prepare based on the schedule established within a syllabus. Late work is not normally accepted. In some cases, the instructor may permit an extension at his or her discretion simply as an expression of grace.

EXAMINATIONS

There is no final examination week each semester at CIU. Final examinations may be scheduled for one or more class periods near the end of the term. Students who cannot avoid missing a test period should consult the teacher ahead of time to request rescheduling. Normally, permission to make up tests will not be granted for personal reasons or social activities. In the case of absence from a test period for other than medical reasons or approved field trips, the teacher has the right to determine whether the reasons given for the proposed absence warrant an excuse. Students may not be excused from classes prior to the last day of the term.

RE-EXAMINATIONS

If under exceptional circumstances an instructor permits a re-examination, the student must take the exam within four weeks after the end of the semester. If the student passes the examination, the final grade will be adjusted accordingly, but the grade obtained on the re-taken examination should not carry the same value as the original final examination. Re-examination is granted solely at the discretion of the instructor of record.

PLAGIARISM

CIU expects students to be honorable in all their academic work. All students are to do and be responsible for their own work. Dishonesty in assignments, examinations, written papers, or any other academic work is contrary to scriptural principles of Christian living and is an affront to fellow students and the faculty.

Plagiarism is deliberately presenting another person's ideas or words as one's own or unintentionally failing to cite the source of one's ideas. The following are specific examples of plagiarism:

- The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, tapes, etc.) without acknowledging the source.
- A student submits work done by another student — in part or whole — in place of his or her own work.

- A student submits assignments received from commercial firms or any other person or group.
- A student knowingly aids another student in plagiarizing an assignment as defined above.

Plagiarism will result in academic penalty such as failure in the assignment, failure in the course, and further disciplinary action. When necessary, the academic dean will be informed.

(Adapted with permission from the St. Paul Bible College Student Handbook and the Student's Guide to Public Communication for The University of South Carolina by William M. Strickland.)

GRADING SYSTEM

It is expected that work done at the college will represent faithfulness and conscientious application on the part of every student. Although grades are not regarded as an end in themselves, they usually represent not only the students' knowledge of the subject, but also their diligence in studying it. The grading system is as follows:

LETTER GRADE	EXPLANATION	POINTS PER SEMESTER HOUR
A	Excellent Work	4.0
A-		3.7
B+		3.3
B		3.0
B-	Good Work	2.7
C+		2.3
C		2.0
C-		1.7
D+	Acceptable Work	1.3
D		1.0
D-		0.7
F		0.0
WF	Failure	0.0
W	Withdrawal Failing	0.0
W	Withdrawal	Is not calculated in GPA
I	Incomplete (temporary grade only)	Is not calculated in GPA
S	Satisfactory	Is not calculated in GPA
U	Unsatisfactory	Is not calculated in GPA
AU	Audit	No credit is granted

The grade point average is computed by multiplying the number of credits for each course by the points for the grade earned. The points are added together and the result is divided by the sum of the hours taken, including the hours for any failed course, but excluding courses graded Satisfactory/Unsatisfactory or transfer courses.

Students may repeat identical courses (the same course number) in which they earned a D or F. Only the grade earned in the repeated course will be counted in the computation of

grade point averages, though a record of the previous grade will remain on the student transcript. The credit hours will be counted only once. (See Grade Reports for instructions on how to question a grade that seems incorrect). A course may be repeated for credit only twice.

INCOMPLETE GRADE

Under exceptional circumstances, a faculty member may permit additional time for the completion of course requirements after the end of the semester. In such cases, a temporary grade of "I" (Incomplete) will be assigned to a student whose performance is satisfactory but who, due to unforeseen circumstances, has been unable to complete all course requirements. An "I" is not given to enable the student to do additional work to raise a deficient grade. The terms for the removal of the "I," including the time limit for its removal (normally one month after the final exam), will be decided by the faculty member and documented for the academic dean. It is the student's responsibility to arrange with the faculty member whatever action is needed to remove the "I" grade at the earliest possible date, and in any event, within the time limit stipulated (not to exceed one year of the assignment of Incomplete). The "I" grade does not carry quality points and is not calculated in the grade point average. A student may not graduate with an "I" on the record. A student does not need to be enrolled to remove a grade of incomplete.

RECORDS AND GRADUATION

Grade Reports

Grade reports are available to students via their ciuonline.com account normally within 10 business days the end of each semester. Reports are not sent to parents, guardians, or sponsors unless the student makes written request for release. A cumulative permanent record of courses, credits, grades, and grade averages semester-by-semester is maintained for each student by the university's registrar.

Contesting a grade

Any student who questions a final grade in any subject should contact the instructor immediately. If the grade is to be changed, the instructor will notify the university registrar by means of a Change of Grade form stating the reason for the change. If a contested grade dispute is not satisfactorily resolved between the instructor and the student, any appeal should go to the program director for resolution. If not resolved at that level, it may be appealed to the academic dean. No grade may be contested after three months have elapsed beyond the date of issue, except if a documented appeals process is still pending.

Student Privacy Rights

The Family Educational Rights and Privacy Act of 1974, as amended, with which CIU fully complies, protects the privacy of educational records, establishes the rights of students to inspect these records, and provides guidelines for the correction of inaccurate or misleading data through informal hearings.

Student records include financial accounts and financial aid records, Field Education assignments and evaluations, grades, veteran affairs, and Student Life Division files. Students have the right to file complaints concerning alleged institutional failure to comply with this Act. Copies of the institutional compliance policy are available in the Registrar's Office.

CIU designates the following categories of student records as public "Directory Information" and may use its discretion in disclosing these data:

1. Name, address, telephone number, dates of attendance, classification.
2. Previous institution(s) attended, major field(s) of study, awards, honors, degree(s) conferred (including dates).
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth, and hometown.

Forms requesting the withholding of "Directory Information" may be obtained from the Registration Office, and must be signed and returned prior to the first day of the second full week of classes. Nondisclosure remains in effect unless revoked by written request of the student. Unless this form is filed, approval for disclosure of "Directory Information" is assumed.

REQUESTING OFFICIAL TRANSCRIPTS

Official transcripts are maintained by the Registrar's Office. A student can submit in writing a request for transcripts to be mailed to any organization or other institution of higher education. Transcript request forms are available at the Registrar's Office and online. The cost for distributing an official transcript is \$5.

GRADUATION APPLICATION FOR A DEGREE

CIU degrees and certificates are awarded at the end of the summer session (August), fall semester (December) and in May following the spring semester. Students planning to complete requirements for a Bible certificate, associate's degree, or bachelor's degree at the end of any of these terms are required to file an application for the degree or certificate by deadlines specified in the academic calendar in the back of this catalog. The university registrar will publicize degree application deadlines each term. If a student fails to complete all requirements by the end of the specified term, the degree or certificate cannot be issued. The degree application fee is forfeited and another degree application must be filed (and diploma paid for) by the deadline for the new term of expected graduation.

A student will not be accepted as a candidate for a degree who denies any of the doctrines as stated in the Doctrinal Standard, who affirms error in Scripture, or who believes in the ultimate salvation of all men. (Exception: Candidates need not affirm the premillennial position expressed in Section 8 of the Doctrinal Standard.)

The faculty evaluates each student individually and reserves the right to refuse a degree to any student whom it regards as not

meeting the spiritual, academic, Field Education, or community standards of the university. (See "Completing a Degree" section.) In compliance with the Student-Right-to-Know Act of 1991, the undergraduate college of Columbia International University reports a graduation rate of 63 percent for its most recent graduating class based on 150 percent of the estimated duration time of the program.

MINIMUM RESIDENCE REQUIREMENTS

CIU requires students to complete a substantial portion of degree programs, including course work and participation in Field Education and spiritual formation activities, during regular academic terms at the Columbia campus or at an additional education site approved by the faculty. Undergraduate course work offered via the Distance Education Center does not meet the on-campus residency requirement for associate or bachelor degree programs.

Associate degree students, regardless of previous undergraduate credits earned, are required to complete a minimum of 16 semester hours of CIU course work at CIU, and complete at least two consecutive semesters in residence at the site earning at least six semester hours credit each semester. A minimum of two Field Education credits are required for graduation.

Bachelor degree students, regardless of previous undergraduate credits earned, are required to complete a minimum of 32 semester hours of CIU course work at CIU, and complete at least two consecutive semesters in residence at the site earning at least six semester hours credit each semester. A minimum of two Field Education credits are required for graduation.

FINAL COURSE WORK REQUIREMENTS

While there are no statutes of limitations for undergraduate degree completion, CIU requires that the final 15 semester hours of coursework must be CIU credits unless defined otherwise in a cooperative program. The purpose of this requirement is to ensure that faculty members have plenty of opportunity to interact with students prior to graduation in order to evaluate character, doctrine, and zeal for Christian service. If a student has not been enrolled in the institution for two or more semesters, the student will automatically be required to meet the requirements of the catalog under which he or she returns to CIU. CIU courses offered via Distance Learning and Media Development can be used to meet last semester requirements.

STUDENT ASSESSMENT FOR INSTITUTIONAL IMPROVEMENT

In order for the college to assess student learning and improve its academic programs, periodic measurements of student perceptions and intellectual growth must be obtained. As a requirement for graduation every student shall participate in one or more evaluative procedures, which may include examinations in general academic development and/or the major field of study. The evaluative information obtained through testing is used solely to improve the quality of the educational experience for future generations of students.

COMMENCEMENT CEREMONIES

All requirements for graduation must normally be met before the student may participate in the May commencement exercises; however, since the commencement ceremony is held only once per year, students may request permission to participate in May commencement if they anticipate completing all degree requirements by the end of the summer session. Students who anticipate completion of requirements in December may participate in the following May graduation ceremony. Students may also petition to participate in the May commencement previous to the completion of their work. No certificate or degree will be awarded until the end of the term in which all graduation requirements have been met and for which a degree application has been properly submitted.

Attendance at the commencement ceremony is expected of all resident students registered for courses during the spring semester who have applied for a degree to be conferred at the end of spring or summer term. Requests for exceptions must be submitted by means of an academic petition to the academic dean.

SCHOLASTIC HONORS

Students graduating from undergraduate four-year programs will receive diplomas with scholastic honors according to the following schedule:

- Summa cum laude (highest honor) for a grade-point average of 3.85 or above
- Magna cum laude (high honor) for a grade-point average from 3.71 to 3.84
- Cum laude (with honor) for a grade-point average from 3.50 to 3.70

Transfer students must have completed at least 48 semester hours at CIU to be eligible for scholastic honors. Grades from a student's last semester in his/her degree program are not included in the determination of scholastic honors.

DELTA EPSILON CHI HONOR SOCIETY

The undergraduate faculty has established a chapter of Delta Epsilon Chi, the Honor Society of the Association for Biblical Higher Education. No more than seven percent of the graduating class for any given year may be nominated to his group by the faculty. ABHE minimum criteria for nomination by the faculty include a cumulative grade point average of 3.3 or higher, positive demonstration of Christian character, and clear exhibition of leadership ability following a biblical model.



COURSE
DESCRIPTIONS



COURSE DESCRIPTIONS

Explanation of Course Numbers

The number of each course designates the level or classification expected of a student enrolling in the course. Students meeting specific course prerequisites may be permitted to take classes one year above their classification with the permission of their academic advisor. Other exceptions may be made only with the permission of the academic dean.

0100	Not offered for degree credit.
1000	Primarily designed for freshmen. These are basic introductory courses with no prerequisites except as designated.
2000	Primarily designed for sophomores. These courses may require prerequisites, or, if basic courses, may be better taken after a year of college study.
3000	Primarily designed for juniors. These courses anticipate the completion of lower-division studies, and some have specific prerequisites.
4000	Primarily designed for seniors. These are normally advanced courses for students completing undergraduate studies. Most have prerequisites or anticipate the background of three years of college study.

Courses with hyphenated numbers must be taken sequentially. The first semester of such courses serves as a prerequisite for the next semester course.

The college reserves the right to withdraw any course for which there is not sufficient enrollment or to limit enrollment in large classes.

Courses available through Distance Learning & Media Center are indicated by "IDL" (Independent Learning).

Courses offered periodically are indicated with the designation "TBA" (To Be Announced).

AMERICAN SIGN LANGUAGE

ASL 3100 American Sign Language 1 (3) Fall Semester

Introductory course to learning and understanding ASL. Includes receptive and expressive readiness activities; sign vocabulary; grammatical structure; receptive and expressive finger spelling; and deaf culture, values and rules of behavior of the deaf community. (Lab attendance and lab fee required.)

ASL 3101 American Sign Language 2 (3) Spring Semester

Continues to develop the basic skills of classifiers, temporal sequencing, object identification through description and spatial agreement. Cultural values and behavioral rules of the deaf community are continued. Prerequisite: ASL 3100.

ASL 4100 American Sign Language 3 (3) Fall Semester

Building on ASL 1 and ASL 2, this course focuses on expressive and receptive communication skills and culture. Complex ASL structure and vocabulary will be introduced. The major objective of the second year is to increase functional language ability in survival and social situations. Emphasis is on proficiency. (Lab attendance and lab fee required). Prerequisite: ASL 3101

ASL 4101 American Sign Language 4 (3) Spring Semester

Increases the emphasis on more abstract and challenging conversational and narrative range. The student will be expected to have the conversational skills necessary to communicate fully in an ASL environment. No voice will be used in class! (Lab attendance and lab fee required). Prerequisite: ASL 4100

ASL 4301 Deaf Culture and Perspectives (3) Fall Semester

Introduction to the deaf community as a linguistic and cultural minority group. The course will explore the role of deaf people in the larger society, political activism, laws, access to information, educational philosophies and methods and communication systems. The student will develop a biblical philosophy for reaching the deaf community.

ASL 4700 ASL Practicum (3) Spring Semester

American Sign Language form/function, vocabulary production, grammatical features needed by professionals working with children, storytelling strategies and technical sign language for classroom teachers. Students will be expected to be involved in a Field Education assignment that will strengthen their ASL skills and their ability to communicate Christ using ASL. Prerequisite: ASL 4100.

BIBLE

BIB 1110 Old Testament Survey (5) Fall Semester

A basic overview of the Old Testament. The aim is to acquaint the student with the content, message, and personal application of each book, and to study the unity of all the books in the progress of revelation and redemption.

BIB 1112 Old Testament Survey 1 (2) IDL

The beginning of a two-part survey of the Old Testament. The course covers the biblical history from creation through Solomon's reign, dealing with poetic and prophetic materials in their appropriate places in biblical history.

**BIB 1113 Old Testament Survey 2 (3)
IDL**

The conclusion of a two-part survey of the Old Testament. The course covers biblical history following Solomon's reign through Israel's return from exile, dealing with poetic and prophetic materials in their appropriate places in biblical history. Students who successfully complete BIB 1112 and BIB 1113 have met the Bible major requirement of BIB 1110.

**BIB 1120 New Testament Survey (3)
Spring Semester, IDL**

An overview of the books of the New Testament and the historical circumstances surrounding these writings. The aim is to acquaint students with the background, content, message and personal application of each book in the New Testament. The course also examines the process by which the New Testament canon was formed and the New Testament was transmitted through the history of the church.

**BIB 21__ Biblical Survey: _____ (2-3)
TBA**

An examination of a section of the Old or New Testament, covering a group of books in the Bible. The emphasis of the course is on helping students to master the content of the books covered and to apply the teaching of Scripture to contemporary situations.

BIB 2220 Biblical Discipleship (3)

A topical study of Scripture with life application designed for basic discipleship of believers, in limited access settings. In addition to exploring the biblical foundations for practical sanctification, the students will also explore how to present these transferable concepts to others. (Offered only at the Kirkland site.)

**BIB 2230 Between the Testaments (3)
TBA**

A survey of political, cultural, linguistic and religious developments after the writing of Malachi, viewed as divine preparation for the coming of Messiah and the explosion of the Christian movement.

**BIB 2250 New Testament Backgrounds (3)
TBA**

A study of the social, historical, and geographical background of the first century, particularly as they illuminate the everyday life of Roman and Palestinian peoples. Emphasis is given to the background of the gospels.

**BIB 2400 A Practical Approach to (3)
the Greek New Testament****Fall Semester**

The teaching of a practical method of Greek exegesis for non-Greek students. The method will be taught and applied by the study of a New Testament book. Prerequisite: BIB 1120.

**BIB 2414 Methods of Bible Study: Mark (3)
TBA**

An analysis of the gospel according to Mark as a means of

learning the gospel's emphases and basic message. A study of the inductive method of Bible study will be a significant emphasis of this course.

**BIB 2441 Methods of Bible Study: (3)
Philippians****TBA**

An examination of the principles and procedures for observing, interpreting, and applying the Bible, as well as various methods or approaches to studying the Bible. This investigation of Bible study methods will serve as a foundation for the study of the message and distinctive ideas of the book of Philippians.

**BIB 25__ Old Testament Book Study: (2-3)
_____****TBA**

A detailed study of a book of the Old Testament. The course is designed to help students understand the background and unique message of an Old Testament book and to apply that message to the present day.

**BIB 2563 Living Your Faith: Studies in Amos (1)
IDL**

A thorough study of God's Word in the book of Amos. The course presents methods for discovering and teaching biblical principles so that students are challenged to live the Christian faith they profess.

**BIB 26__ New Testament Book Study: (2-3)
_____****TBA**

A detailed study of a book of the New Testament. The course is designed to help students understand the background and unique message of a New Testament book and to apply that message to the present day.

**BIB 2606 Gospel of Mark: The Cross in our Lives (1)
IDL**

An analysis of the recurring themes and the central message of the Gospel of Mark. Why did Mark write his gospel? The evidence suggests that he was not simply trying to tell the story of Jesus.

**BIB 2628 I & II Timothy & Titus: (3)
Life in the Local Church****TBA**

An analysis of the Pastoral Epistles with special focus on issues faced by the early church as well as the 21st century church.

**BIB 2633 Philippians: How to Study (1)
and Teach a Bible Book****IDL**

A "how-to" course demonstrating biblical learning and teaching techniques through a study of Philippians. Lectures and independent study projects encourage teachers and their students to actively explore the pressures, problems, and principles that contemporary Christians share with the Philippian church.

BIB 2636 Colossians and Philemon (1)
IDL

A study in the New Testament letters of Colossians and Philemon. The emphasis for the course is on the teaching of these letters on applied sanctification.

BIB 3420 Principles of Bible Interpretation (3)
Fall Semester, IDL

An introduction to the hermeneutical principles basic to interpreting Scripture. Many of these principles are common to language and literature, while others apply uniquely to the Bible. All of them are based on the way in which the Bible interprets itself. The course lays a foundation of cognitive understanding, but emphasizes practice in applying the principles.

Prerequisites: BIB 1110 and BIB 1120 for undergraduates; graduate students may take this as a graduate school pre-requisite.

BIB 3421 Principles of Biblical Exegesis and Exposition (3)**Spring Semester**

An extension of the study done in BIB 3420 concerning principles for interpreting Scripture. This workshop course gives opportunity to apply hermeneutical principles by exegeting passages in the Bible and developing messages, lessons and explanations, suitable for designated situations, which reflect the content, outline and reasoning of the passage. Students may take in place of BIB 3421 any upper division elective that requires them to use the skills learned in BIB 3420. Prerequisite: BIB 3420.

BIB 3613 Acts (3)
Fall Semester

A historical study of the continued ministry of the risen Christ by the Holy Spirit through the early Christian Church as God's instrument for witnessing to the Lord Jesus Christ. New Testament principles and methods for evangelization and church growth are considered. Attention is given to historical backgrounds and interpretive problems. Prerequisite: BIB 3420.

BIB 3616 Romans (3)
Spring Semester

An exegetical study of the New Testament's most organized, thorough exposition of the Christian faith, its relations to human history, and implications for Christian living. Special attention is given to the personal application of the message, and principles of biblical interpretation are applied to the study of this book. Prerequisite: BIB 3420.

BIB 3820 Bible for Teachers (3)
Fall Semester

A course designed to enable the teacher of Bible to develop a philosophy of Bible teaching and to follow a preparation procedure that will ensure that the purpose for which Scripture was given will be accomplished in one's teaching. Special emphasis is placed on how to plan a Bible curriculum with courses of study, units, and daily lessons, following the pattern of biblical revelation and teaching the biblical material with integrity. Prerequisite: BIB 3420 or permission of instructor.

BIB 3950 Faculty Directed Study in Bible (1 to 6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor. Prerequisite: BIB 3420.

BIB 41__ Biblical Survey: _____ (2-3)
TBA

An examination of a section of the Old or New Testament, covering a group of books in the Bible. The emphasis of the course is on helping students to make use of what they have learned concerning the principles and methods of proper biblical interpretation. Prerequisite: BIB 3420.

BIB 4117 Old Testament Wisdom Literature (3)
TBA

In this course students will master the content and theology of the Old Testament Wisdom books (Job, Proverbs, and Ecclesiastes) by utilizing the exegetical tools they learned in BIB 3420 Principles of Bible Interpretation. Emphases include: the unique purpose of each Wisdom book, the discovery of meaning, and the contemporary application of meaning. The instructor stresses the importance of literary analysis. Prerequisite: BIB 3420.

BIB 4310 Progress of Redemption (3)
Fall Semester, IDL

A study of God's plan of redemption as it progressively unfolds in the Bible. The basic historical revelation is traced in the Old and New Testaments to see what God is doing and by what method. Then the spoken revelations are related to this, and the progress of doctrine is observed. Prerequisite: BIB 1110, BIB 1120.

BIB 45__ Old Testament Book Study: _____ (2-3)**TBA**

A detailed study of a book of the Old Testament. The course is designed to help students make use of what they have learned concerning the principles and methods of proper biblical interpretation. Prerequisite: BIB 3420.

BIB 4503 Genesis (3)
TBA

In this course students will master the content and theology of the book of Genesis by utilizing the exegetical tools they learned in BIB 3420 Principles of Bible Interpretation. Emphases include: creation, covenant and blessing, interpreting narrative, and contemporary application. The instructor stresses the literary approach to narrative. Prerequisite: BIB 3420.

BIB 4538 The Book of Psalms (3)
TBA

In this course students will master the content and theology of the book of Psalms by utilizing the exegetical tools they learned in BIB 3420 Principles of Bible Interpretation. Emphases include: the different literary forms of psalms, the understanding of the Psalter as a whole, and contemporary

application. The instructor stresses the canonical approach to the book of Psalms. Prerequisite: BIB 3420.

BIB 46__ New Testament Book Study: (2-3)

TBA

A detailed study of a book of the New Testament. The course is designed to help students make use of what they have learned concerning the principles and methods of proper biblical interpretation. Prerequisite: BIB 3420.

BIB 4610 Gospel of John (3)

TBA

A study in the life of Jesus as delineated by the apostle John. Consideration is given to the distinctive approach taken by John. Emphasis is placed on the theological content of the book. The course is designed to help students make use of what they had learned concerning the principles and methods of proper biblical interpretation. Prerequisite: 3420.

BIBLICAL LANGUAGES

ARM 3950 Faculty Directed Study in Biblical Aramaic (1-6)

Upon Request

This course affords the student the opportunity to develop further skills learned in ARM 4110. An independent study is available to juniors and seniors by special arrangement with instructor. It counts as a Bible elective. Consult with academic advisor. Prerequisite: ARM 4110.

ARM 4110 Biblical Aramaic Spring Semester, Odd Years (3)

A basic study of biblical Aramaic. The course will initially focus on the grammatical aspects of Aramaic and culminate in the reading of selected Aramaic portions from Ezra and Daniel. Prerequisite: HEB 3110.

GRE 3110 New Testament Greek Grammar and Reading 1 (5)

Fall Semester

The first half of a thorough study of the fundamental elements of New Testament Greek grammar, culminating in the reading of selected portions from the Greek New Testament. (Completion of both semesters meets humanities distribution requirement and Bachelor of Arts degree requirements.)

GRE 3111 New Testament Greek Grammar and Reading 2 (5)

Spring Semester

The second half of a thorough study of the fundamental elements of New Testament Greek grammar, culminating in the reading of selected portions from the Greek New Testament. (Completion of both semesters meets humanities distribution requirement and Bachelor of Arts degree requirements.) Prerequisite: GRE 3110.

GRE 3950 Faculty Directed Study in Exegesis of the Greek New Testament (1-6)

Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. It counts as a Bible elective. Consult with academic advisor. Prerequisites: GRE 3111.

GRE 4110 Exegesis of the Greek New Testament 1 (3) Fall Semester

A review of the fundamentals of Greek grammar and a study of advanced grammar. Reading and exegesis of selected passages from New Testament books is included. The course is recommended as an essential course for those going into the pastorate. It counts as a Bible elective. Prerequisites: GRE 3111.

GRE 4111 Exegesis of the Greek New Testament 2 (3) Spring Semester

A continuation of GRE 4110, including further reading of the Greek New Testament and detailed exegesis of selected portions of the New Testament. The emphasis is upon the practical use of Greek for Christians and Christian workers. Part of the student's time will be spent in independent study. It counts as a Bible elective. Prerequisite: GRE 4110.

HEB 3110-3111 Biblical Hebrew Grammar and Reading 1 and 2 (5 each semester) Fall and Spring Semesters, Every Other Year

Courses covering basic Hebrew grammar and vocabulary. They include extensive experience in reading the Hebrew Old Testament. Emphasis is placed upon the practical use of Hebrew for lifelong ministry. Three credits from HEB 3111 count as a Bible elective. (Completion of both semesters meets humanities distribution requirement and Bachelor of Arts degree requirements.)

HEB 3950 Faculty Directed Study in Biblical Hebrew (1-6)

Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. This course affords the student opportunity to further develop skills learned in HEB 3110, HEB 3111. It counts as a Bible elective. Consult with academic advisor. Prerequisites: HEB 3110, HEB 3111.

BUSINESS AND ORGANIZATIONAL LEADERSHIP

BUS 1200 Principles of Finance Spring Semester (3)

This introduces students to essential financial concepts such as analysis of financial statements, the time value of money, stock and bond valuation, risk and return, capital budgeting, the cost of capital, and conversion of international monetary systems. Students will develop basic skills in analyzing the finances of publicly traded companies.

BUS 2200 Principles of Accounting (3)
Fall Semester

The fundamentals of financial accounting are explored by setting up financial records with an emphasis on creating and understanding financial statements that are used in business and nonprofit organizations.

BUS 2300 Principles of Leadership and Management (3)**Fall Semester**

A study in leadership skills and styles with emphasis on the motivational aspects and leadership techniques and their effectiveness will be examined. A survey of ancient and modern historical perspectives and models of leadership and management will be explored. Character development as it pertains to a balanced personal life, family life, church life, workplace life, and societal life are all explored in relationship to one's ability to lead and manage.

BUS 2600 Human Resource Management (3)
Spring Semester

A study in the theories, practices, and laws involved in the human resource function. Recruiting, selecting, training, evaluating, promoting, and disciplining personnel within business, nonprofit, and international operations will all be explored.

BUS 3300 Managerial Accounting (3)
Spring Semester

The place of accounting information in the manager's decision making process is the essence of this course. Prerequisite: Principles of Accounting or permission of instructor

BUS 3700 Business Communications (3)
Fall Semester

This introduction explores effective communication strategies for a leader or manager that promotes positive communication inside and outside an organization or business. Emphasis will be placed on audience analysis so that appropriate vehicles of communication can be used. International settings require heightened analysis in order to overcome cultural nuances and miscommunication. Students will design a communication strategy using multiple instruments.

BUS 3800 International Business Practices (3)
Spring Semester

Students will explore the international dimensions of business including topics like globalization, developing and implementing strategies for international settings, cross-cultural human resource management, governmental relationships, and unique ethical considerations in international settings.

BUS 3910-3920 Practicum in Business (1+1)
Fall & Spring Semesters

This two semester practicum is a limited learning experience within an organization in order for the student to actively participate in the business culture. This experience requires a minimum of 50 clock hours on the job under supervision each semester.

BUS 3950 Faculty Directed Study in Business (1-6)
FDS is an independent study available to junior and seniors by special arrangement with the instructor. An FDS requires approval by the program director and the dean.

BUS 4200 Marketing and Finance (3)
Fall Semester

An introduction to marketing principles and legal requirements associated with corporate finance. Implications for nonprofit and nongovernmental organizations will be addressed. Principles of direct marketing, public relations & branding, donor cultivation, solicitation of funds, database management of donations and donors, and grant writing will be addressed.

BUS 4410 Legal Environments of Business (3)
Spring Semester

An introduction to the legal and regulatory process in which business decisions should be made and documented is the course focus. Application of legal constraints and regulatory law related to corporate directors and operational managers will be explored.

BUS 4500 Information Systems and Technologies (3)
Fall Semester

In this course, the business student will explore the role of business tools such as software technologies in managing information systems and quantitative research data mining acquired via various technologies. Students will explore the tension between effectiveness and efficiency with tools or services that can be purchased.

BUS 4700 Operations Management (3)
Spring Semester

This course studies the management of operation variables and their part in the overall strategy of a business or NGO. The primary focus is managing the operation of a service-oriented organization including such topics as business process engineering, allocation of resources, cost control, quality control, and standards and procedures development.

BUS 4710 Strategic Planning, Policy Making, and Assessment (3)**Spring Semester**

This course explores the interactions of corporate visioning, planning, implementing, and evaluating within a framework of applied social science. Communications, culture, motivation, perception, operational formations and adaptation, risk management, clarity of mission, change processes, and learning theory impact organization processes. Basic skills for the leader will be identified and practiced.

BUS 4930 International Internship (3)
Summer or other

Internship is an exposure to organizational management and operations in an international or cross-cultural setting in North America. This experience requires at least eight weeks during a summer or other designated time frame in which the student works at least 20 clock hours per week under supervision. Internship assignments must be approved by the program director. Prerequisite: success completion of two business practica.

CHURCH MINISTRIES

CHM 3904 Team Ministries (1 each semester)

Repeatable: Fall and Spring Semesters

A two-semester course designed to instruct students how to use a performing art in a ministry setting. Practical ministry experience is gained through creative presentations of spiritual truth in churches and various organizations. A particular emphasis is placed on instruction in team dynamics, as it applies to future ministries that students will encounter. Students participating in this course are admitted through audition and are required to attend all rehearsals and ministry events.

CHM 4450-4451 Principles of Leadership and Team Building (1 each semester)

Fall and Spring Semesters

A hands-on course that allows the student to develop leadership skills while practically applying them in a ministry setting. Leadership principles are discussed and then assigned to be implemented in the various team settings. Students participating in this class must be leading a team ministry. Enrollment in this class is by instructor permission only.

COMMUNICATION

COM 2110 Public Speaking (3)

Fall Semester

Preparation and delivery of speeches to inform and persuade. Special emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive and special occasion public speaking. The student will analyze great American speeches both historical and contemporary.

COM 2210 History of Communication and Media (3)

Fall Semester

A presentation of the history of media in the United States from its early beginnings to the present emergence of the Internet, HDTV and MP3. Through this course the student will become acquainted with all aspects of media including the information super highway, electronic magazines, TV, film, radio and other media formats. The student will learn the events surrounding the inception of these media, the cultural significance they serve today, and the role they will have in history.

COM 2760 Introduction to Performing Arts Ministries (3)

Fall Semester

A hands-on study of various forms of performing arts skills and their origins, which are used in ministry both in the United States and overseas. Emphasis will be placed on integrating the art forms with a solid biblical message. Special attention will be given to the acting and directing platform. However, students will be able to work in the performing art in which they are most gifted.

COM 2761 Acting I (3)

Spring Semester

Introduction to performance techniques: voice, movement, warm-up exercises for the actor, improvisation exercises, and stage movement. Exploration in character development and basic foundational performance techniques and styles. Emphasis on excellence in the Christian arts and focus on the performer bringing together mental, emotional, physical, and spiritual aspects in a worship and performance context. Studies in dramatic action, concentration, substitution, and emotion in various ministry contexts.

COM 2762 Acting II (3)

Fall Semester

Advanced and solidified acting concepts along with additional hands-on practice in the performer's craft. Emphasis is placed on further analysis, characterization, growth, and training for performance in ministry competence. Ensemble and team building will be a primary focus. Application of basic techniques developed in Acting I as well as advanced scene study will also be included. Development and training in the Stanislavski System and a strong emphasis of integrating spiritual foundations into method acting. Further study in movement, voice, and improvisation which includes period style, adaptation of literature for performance, stage violence techniques, and adaptation of art forms for cross-cultural ministry.

COM 3310 Communication Research, Theory and Design (3)

Spring Semester

A course on the theories of communication, the research techniques required to effectively gain knowledge about communication and media, and the process involved in designing, planning, and producing media. The course will also teach students how to implement technology that effectively employs the use of educational media and instructional technology to enhance learning, teaching and ministry.

COM 3410 Photography (3)

Fall Semester

An introduction to the basics of still photography. Through lecture, labs, and photo assignments, students will be taught the basics of still photography in the print and slide formats. Lighting, composition, and darkroom processes will be included. Camera techniques, theory of light and color, and the proper use of cameras will be discussed.

COM 3420 Writing for the Media (3)

Spring Semester

A course designed to teach the methods and elements of writing and to introduce new and unique concepts that are an ideal complement to the way students think today. Students will examine various forms of writing associated with the electronic media and will learn the concepts of subject identification and development, interviewing techniques and writing fiction and non-fiction. This course also includes writing devotionals, poetry, news columns, PSAs, radio and television spots,

sports stories, and editorials. Basic writing concepts, paragraph and article structure, and research and organization will be discussed.

COM 3450 Yearbook (3)
Fall and Spring Semesters

A course designed to involve students in the publication of Columbia International University's yearbook, *The Final*. Students taking this course will develop a working knowledge of journalistic practices and principles related to the production and publication of the yearbook. Staff positions include editor, assistant editor, computer technicians, photographers and writers. Staff assignments will include layout, design, copy preparation, computer technician, reporting, writing, photography and business administration. (Permission of instructor is required.)

COM 3470 Integrated Marketing Communication (3)
Spring Semester

A course on the strategic process whereby an organization coordinates all of its communications activities — advertising, public relations, and marketing — into one efficient department. This strategic assimilation provides efficiency, clarity, and consistency for the organization's total integrated marketing program.

COM 3510 Christians, Media, and Culture (3)
Spring Semester

This course will introduce the student to the various aspects of the media, including print, TV, film, and music, and explore how our faith and our culture is being presented both in a positive and negative way. This course will explore the relevance of our faith and the impact on culture by focusing on and discussing films, relevant television shows, books, and music. This course examines how faith, film, TV and culture mutually influence one another. The student will be expected to engage in, view with discernment and explore relevant alternatives to the process of media and culture. The focus of the course is to develop the ability of the student to determine their impact on media and ultimately on culture and to gain perspective on culture, its impact on media and ultimately on the Christian. The student will be challenged with developing an active perspective toward media and its ability to create, influence and support culture. The main skill we practice in this course is theological criticism.

COM 3720 Website Design and Development (3)
Fall Semester

A course designed to provide students with a basic understanding of the principle design issues as they relate to the communication of information in electronic formats. Mediums include those generated by presentation programs such as PowerPoint and Astound, multimedia applications such as ToolBook, and desktop publishing applications like PageMaker. Other applications include online applications designed for the World Wide Web.

COM 3730 Advanced Website Development (3)
TBA

The purpose of this course is to educate the student in advanced techniques for web site development. This course will begin to prepare the student for a professional web development environment, covering the basic aspects of large-scale site administration, server maintenance, team-oriented project management, and programming database-driven web sites. Prerequisite: COM 3720.

COM 3950 Faculty Directed Study in Communication (1-6)

Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

COM 4400 Field Education in Communication (1)
Fall and Spring Semesters

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

COM 4430 Professional Leadership (3)
Fall Semester

An examination of the principles, skills, techniques, and ideas essential to developing the leadership capacity necessary for achieving success in today's world. The student will focus on both external relationships and understanding the tools necessary to develop a confident, professional image.

COM 4930 Internship in Communication (4)
Upon Request

An internship available to seniors by special arrangement with instructor and associate dean for Ministry Skills Development. Consult with academic advisor.

COMMUNICATION: RADIO BROADCASTING

COM 2740 Introduction to Radio Broadcasting and Engineering (3)

Fall Semester

A course that considers program theories and techniques along with the production techniques needed to produce radio spots, sports, PSAs, news, features, and music formats and programming. The staff positions of director and sound engineer will be emphasized. Also included in the course will be digital production, needs of a typical radio station involving the production room, editing, copy writing, announcing tips and FCC adherence.

COM 2742 Radio Broadcasting: Theory and Philosophy (3)

Spring Semester

A study of the beginning, growth, theories, ethics, federal regulation and structure of radio broadcasting. The course will also

cover the issues and ethics facing radio, develop an overview of the terminology used in radio and familiarize students with the psyche of the listener.

COM 3110 Media Economics (3)
Fall Semester

A study of the principles and application of economics in the field of media. The course examines the basic determinants of resource prices, the technique of production, taxes and subsidies, prices of other goods, price expectations, the number of sellers in the market, and supply and demand and market equilibrium. The principles of funding, budgeting, fund raising, profit/loss margin, capital investment, and grants and annuities will also be taught.

COM 3455 Campus Radio (1)
Fall and Spring Semesters

A course designed to expose students to the practical and realistic requirements and roles of working in a functioning radio station. Students will be assigned to various positions at WCIU, the campus radio station. These include, but are not limited to, management, announcing, programming, writing, and music selection. Students will be expected to perform their responsibilities in accordance with any other job they may have. Students will be evaluated and graded on performance and quality of work. (Permission of Communication program director is required.)

COM 3742 Announcing and Audio Control Techniques (3)

Fall Semester

An introduction to all types of radio announcing including news, sports, commercials, interviews and documentaries. The student will also learn to use the voice as a tool of communication, microphone technique and styles of delivery. The course will also focus on the electronic equipment used in radio broadcasting and the instruction and training needed to expertly manipulate these controls for quality on-air broadcasts and in pre- and post-production work.

COM 3744 Broadcast Management and Development (3)

Spring Semester

An examination of the purpose of radio broadcasting and its ability to meet target audiences. Radio formats will be discussed and explored. Techniques of audience analysis, program surveys, and public service studies are presented to give the student the background needed to test station penetration, effectiveness and image. In addition, the theories of management, advertising and sales will be presented.

COMMUNICATION: VIDEO PRODUCTION

COM 3712 Video Production 1 (3)
Fall Semester

An introduction to the fundamental principles of video produc-

tion. From the techniques required to shoot independent video to working for a television station, the student will gain valuable insight into the production techniques required to become a videographer. Emphasis will be placed on terminology, concepts, elements and techniques of video production, lighting, camera control audio, set design, processing, writing, producing and directing.

COM 3714 Video Production 2 (3)
Spring Semester

A continuation of the study of video production. This course examines scripting, blocking, editing, producing, directing, audio and pre- and post-production. The course will focus on actual studio time and give the student hands-on, practical experience in group and individual projects. Attention to the details that set an amateur video apart from a professional video production will be the goal of the course. Prerequisite: COM 3712.

COM 3716 Still Image Production (3)
Fall Semester

The transformation from analog to digital is almost complete. This course will teach the student the basic fundamentals of digital image processing for use in preparing, manipulating, creating, and altering digital images for print, video, or the Internet. Using the Adobe Family of Imaging software, the student will unlock the secrets to digital imaging and learn the creative aspects afforded to those working in a digital environment.

COM 3721 Audio Production (3)
Fall Semester

This course introduces the student to the process of audio production including live sound reinforcement, field and studio recording, multi-track studio recording and mixing, audio for video, and the basics of acoustics and studio design. Audio theory will be covered as a foundation for understanding key principles, but emphasis will be placed on practical, hands-on learning.

COM 4710 Video Editing (3)
Spring Semester

A study of the basic terms and actions regarding the operation of a digital video-editing suite. The course will provide the student with a comprehensive understanding of video post-production. Actual footage, shot by the student, will also be offered to further elucidate individual functions and tie them into the overall production process.

COM 4761 2D Design (3)
Spring Semester

An examination of the basic terms and processes involved in the designing of animation. The free flowing of images, either created by the individual, or the assembling of ideas, images, or objects by individuals will be explored. The use of Claymation will be discussed. In addition, the student will be exposed to storyboarding, scripting and blocking as it pertains to animation.

COMPUTERS**CPT 2110 Introduction to Computers (3)**
Fall and Spring Semesters

An introduction to productivity applications in personal computing. Students will receive “hands-on” experience with operating systems, file management, word-processing, spreadsheets, database, and presentation programs. Computer selection and system-evaluation criteria will be presented.

CPT 2111 Computer and Networking Systems (3)
Spring Semester

This course introduces the student to the fundamental concepts of personal computing and computer networking. Basic computer and network design, implementation, and troubleshooting techniques will be explored with hands-on experience as appropriate. The design of the computer and networking hardware and various operating systems as well as network design and implementation will be examined. Prerequisite: CPT 2110 or permission of instructor.

ECONOMICS**ECN 2210 Principles of Economics 1 (Micro) (3)**
Fall Semester

This is a study in the principles of economics with a micro-economics perspective. Topics include marginal analysis, competition, monopolies, and the role of organization, the role of government, and market structures.

ECN 2220 Principles of Economics 2 (Macro) (3)
Spring Semester

This is a study in the principles of economics with a macro-economics perspective. Topics include fiscal and monetary policy, supply and demand, economic history, and the role of public policy has on economics.

EDUCATION**EDU 2110 Foundations of Education (3)**
Spring Semester

An introductory study of the historical, social, philosophical, psychological and pedagogical “foundations” of education, designed for those preparing to become professional educators. Emphasis is given to enabling students to articulate a personal philosophy of education, to the social context of urban schools, and to an understanding of biblical principles relating to education.

EDU 2310 Principles of Teaching and Learning (3)
Fall Semester

A study of theories and principles of Bible teaching and effective learning are examined, including teacher characteristics and behaviors. Bible curriculum design will be introduced with attention given daily lesson plans, emphasizing writing objectives, choosing appropriate teaching strategies, and designing

relevant assessments. Presentation skills, including teaching models, communication, organization, environment, expectations, higher-order questioning, awareness of student diversity, and adjustment to learning style, are also covered.

EDU 2311 Teaching and Learning in the Classroom (3)
Fall Semester

A course that will prepare students to understand the principles of effective classroom teaching and learning. The student will examine various Bible curricula and learn the basic elements required for the production of Bible lessons, units, and courses. Presentation skills, including teaching models, communication, organization, environment, expectations, higher-order questioning, awareness of student diversity, and adjustment to learning style, are also covered.

EDU 2540 Learning Environments and Classroom Management (2)
Fall Semester

A course designed to introduce a variety of learning environments and class management models, with analysis and application emphases. Implications for both early childhood and elementary settings are studied. Classroom environmental arrangements, community issues, time management factors, children of differing backgrounds/needs, building self-esteem and confidence, conflict resolution, collaboration and preventive/supportive/corrective discipline are addressed. A practicum is required.

EDU 3331 Nature of the Learner (2)
Fall Semester

A survey in developmental psychology covering human growth from birth through young adult. Emphasis is placed on the major developmental theorist and changes within the stands of development that impact the teaching profession and serve as the basis for developmentally appropriate practices. Upon completion of the course, students should have a grasp not only of the characteristics of the learner, but also the teaching strategies that complement the student's developmental needs. The course models how to analyze and critique the field of behavioral science in light of special revelation — the Bible. Prerequisite: EDU 2310 or EDU 2311

EDU 3420 Intercultural Cooperative Teaming (3)

This course is concerned with how people from various cultural backgrounds live and work together, particularly in the context of working together for the glory of God and a biblical theology of relationships. The course has three major components: 1) a brief review of the biblical mandate, stretching from Genesis to Revelation, for a multi-cultural church, 2) an extended investigation of the joys, frustrations and adventures of working together multi-culturally and 3) a biblical review of relational theology. Limited size; Professor Approval Needed.

EDU 3610 Teaching Language Arts and Social Studies (3)**Spring Semester**

A study of methods, techniques and materials as they relate to instruction in the fields of social studies and language arts in preschool and elementary instructional programs. Varied teaching methodologies, media and instructional technology are introduced. Students apply teaching/learning/management theory in creating developmentally appropriate lesson plans and activities that assess content and the physical, social, intellectual and emotional attributes of individual and groups of children assigned to them. National and South Carolina standards are presented and utilized. Included is a handwriting module. A practicum is required. Prerequisite: EDU 2311.

EDU 3630 Teaching Math (3)
Fall Semester

An introduction to materials and methods for the effective teaching of math concepts. Particular attention is given to teaching strategies which promote problem solving and higher level thinking skills, including application, analysis, synthesis, inference, prediction, and evaluation. Development of math lesson plans includes students' direct involvement in the use of manipulatives and process skills as well as experience in integrating biblical truth. A practicum is required. Prerequisite: EDU 2311. Special Fee Required.

EDU 3920 International Student Teaching Practicum (3)

The course will enable the student (teacher-candidate) to experience teaching in a cross-cultural environment. The teacher-candidate will teach in church-related schools and in government schools. The student will teach Bible and other core subjects. The teacher-candidate will observe schools and teachers, study national curricula materials, and interact with other national educational personnel and students. The teacher-candidate will also visit schools in urban and rural locations. The course will provide pre-service orientations, on-site orientation, field supervision and post-field experience, debriefing and evaluation.

EDU 3950 Faculty Directed Study in Education (1 to 6) Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

EDU 4400 Field Education in Christian School Teaching (1)**Fall and Spring Semesters**

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

EDU 4451 Professional Dimensions Seminar (1)
Fall Semester

A seminar designed to prepare the prospective teacher for the student teaching experience. Emphasis is placed on professional and human relations, finalization of a professional portfolio,

resume writing, continued professional growth. Prerequisites: EDU 2110, EDU 2540, EDU 3320 and required knowledge content courses.

EDU 4460 Teaching Reading (3)
Spring Semester

A course designed to provide pre-service teachers with a basic knowledge of theoretical principles important in understanding the reading process. The course also presents the content, strategies, and practicum experiences needed to teach language development and listening, speaking, writing, and reading with an emphasis on language acquisition. A practicum is required. Prerequisite: EDU 3320. Special Fee Required.

EDU 4465 Fine Arts in the Classroom (3)
Fall Semester

A course in music and art appreciation and basic skill development. The student will be introduced to fundamental art vocabulary, themes, and history in art and music. The student will develop teaching techniques in music appreciation and song teaching. The student will also develop art techniques and strategies for the creative classroom. Special Fee Required.

EDU 4481 Applied Methods in Teaching (3)
Prerequisites: All required Education Program courses except EDU 4930**EDU 4620 Teaching Science and Health (3)**
Fall Semester

An introduction to materials and methods for the effective teaching of science concepts. Particular attention is given to teaching strategies which promote problem solving and higher level thinking skills, including application, analysis, synthesis, inference, prediction, and evaluation. Scientific principles and processes as they relate to the individual, society, technological development, and acquisition of knowledge are emphasized. Development of science lesson plans includes students' direct involvement in the use of manipulatives and process skills as well as experience in integrating biblical truth. The student will also acquire, use, and evaluate knowledge and methodologies in the area of health. The course will focus on essential health curriculum elements implementation. Various types of activities, demonstrations, videotapes, professional journals, and lesson plans will be used to enable the teacher to effectively teach and assess the content. A practicum is required. Prerequisite: EDU 2311. Special Fee Required.

EDU 4910 Directed Teaching in Bible (9)
Spring Semester

Application of principles and methods of teaching in an extended classroom experience of observation and teaching under the supervision of an experienced teacher. Regular personal conferences with cooperating teacher and college supervisor required. (Directed Teaching fee is charged.) Prerequisites: EDU 4480 and approval of applicant for Directed Bible Teaching.

EDU 4930 Student Teaching (9)
Fall and Spring Semesters

Observation, participation, and extended classroom teaching in the elementary school under the supervision of an experienced teacher are expected, as well as regular interaction for assistance and evaluation by college supervisors and cooperating teachers. Prerequisites: All required EDU courses and knowledge content courses. Special Fee Required.

EDU 5400 Principles of Bible Curriculum Design (3)
Spring Semester

A study of curriculum design with application to the preparation of curriculum for Bible teaching. The course examines and evaluates existing Bible curricula in order to determine the philosophical basis for their construction. Students are assigned projects in designing original Bible courses and units on various grade levels for use in varied teaching environments. Prerequisite: EDU 4910 or permission from the instructor. Approval of Program Director.

EDU 5441 Student Teaching Seminar: Bible Teaching (3)
Fall Semester

A seminar designed to prepare the student teacher in Bible for the directed teaching experience. Issues of being under supervision, managing the classroom, and evaluating student performance will be addressed. Prerequisite: Approval of application for EDU 4910. Approval of Program Director.

EDU 5442 Applied Methods of Teaching Bible (3)
Spring Semester

Practical experience in and demonstration of principles and methods studied in BIB 3820 and EDU 4440. Students prepare an assigned unit for Directed Teaching in Bible. Prerequisite: Approval of application for EDU 4910. Approval of Program Director.

EDU 5451 Methods of Teaching Bible (3)
Fall Semester

A study of the methods of classroom instruction with specific application to using the Bible as the text. The course involves the preparation of material for teaching, including formulation of objectives, and preparing units and daily lesson plans. Prerequisite: BIB 3820. Approval of Program Director.

ENGLISH**ENG 1000 Basic Writing Skills (1)**
Fall Semester

A course in basic writing skills and concepts of grammar closely linked to ENG 1110, meeting twice a week. Particular emphasis is placed on paragraph organization, sentence structure, and grammar usage. Students found to be deficient in English writing skills are required to take this course as a concurrent requirement to ENG 1110. (For elective credit only. This course cannot be used for fulfillment of a major or for General Education requirements.)

ENG 1110 Written Composition (3)
Fall & Spring Semesters

This course equips students with a foundation for research writing and develops their capacity to understand and communicate the written word, particularly for academic purposes. Beginning with a period of evaluation and development of their skills in writing and essential collegelevel information literacy, students then spend the majority of the course crafting works of written exposition – writing a variety of clear, precise, literate works which involve the effective use of academic information resources.

ENG 1111 Research and Literature (3)
Fall & Spring Semesters

A course in literary analysis, writing, and research. With skills developed in the prerequisite course, students refine their abilities to craft research papers, gaining critical thinking skills in order to wrestle with social issues. Students further develop their analytic and writing skills, as well as appreciation for qualities of fine literary writing, by reading works of literature (short stories, poetry, and drama) and writing literary analyses of selected works. Prerequisite: ENG 1110.

ENG 2130 Creative Writing (3)
Fall Semester, Odd Years

A study and practice of creative writing in shorter fiction, poetry, and the personal essay. Students read a variety of works and study creative and effective use of the written word while drafting and revising their own creative works through the process of peer review. Publication of a work created for the course in the school's student magazine is expected in order for credit to be awarded. Prerequisite: ENG 1110 or approval of instructor.

ENG 2240 Grammar for Language Students (3)
TBA

An introduction to the elements and functions of grammar. This course is especially useful to those planning to study Greek, Hebrew, or linguistics, but also useful to those concerned with grammatical analysis in hermeneutics.

ENG 3300 American Literature (3)
Fall Semester, Even Years

A course in the literary contributions of significant American authors throughout the history of the United States of America. Students read a variety of literature – short fiction, poetry, drama, biography, and journalism – with particular attention given to the expression and development of significant American values found within the works studied. Prerequisite: ENG 1111, or approval of instructor.

ENG 3410 Shakespeare (3)
Fall Semester, Even Years

A course in the works of the most influential author of the English language. Students read a broad selection of Shakespeare's writings, including examples of his historic, tragic, and comic plays, as well as his poetry. Particular attention is given to themes within Shakespeare's works which complement

a biblical world view. Prerequisites: ENG 1111, or approval of instructor.

ENG 3510 Western Literature Survey 1 (3)
Fall Semester, Odd Years

A study of great works representing the history of world literature from the Classical period to the Renaissance. Prerequisite: ENG 1111, or approval of instructor.

ENG 3511 Western Literature Survey 2 (3)
Spring Semester, Even Years

A study of great works representing the history of world literature from the Enlightenment to the 20th century. Prerequisite: ENG 1111, or approval of instructor.

ENG 3520 Five Great Novels (3)
Spring Semester, Odd Years

A course devoted to the study of significant works of longer fiction. Students will read five selected novels for the purpose of identifying the significant literary elements each contains and the contribution each provided to the historical discourse of ideas found in great works of literature. Completion of a research project required for credit to be awarded. Prerequisite: ENG 1111, or approval of instructor.

ENG 3540 Classics of Christian Literature (3)
Fall Semester, Odd Years

A survey of significant works from the wide range and variety of literature of the Christian Faith (not including Scripture), primarily from the English tradition, but including translated works of significance throughout the ages. Particular attention is given to the heritage of faith modern believers may draw upon for challenges facing the Church in this present age. Completion of a research project required for credit to be awarded. Prerequisite: ENG 1111, or approval of instructor.

ENG 3950 Faculty Directed Study in English (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement of instructor. Consult with academic advisor.

ENG 4400 Field Education in Applied English (1)
Fall and Spring Semesters

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

ENG 4530 Literature and Intercultural Studies (3)
Spring Semester, Odd Years

A study and practice of employing literature as a tool for effective cross-cultural communication. Students read translated works from other cultures and gain ability in discerning the worldview and values of the culture to which the works belong. Completion of an analysis paper of a significant work from another culture is required for credit to be awarded. Prerequisite: ENG 1111, or approval of instructor.

EVANGELISM

EVA 1110 Introduction to Evangelism (3)
Spring Semester

An introduction to the biblical principles and practice of personal evangelism and how they apply to the student and the world today. Methodology will concentrate on both contact and relationship evangelism styles.

EVA 3950 Faculty Directed Study in Evangelism (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

FAMILY AND CHURCH EDUCATION

FCE 2260 Biblical Foundations for Personal (3)
and Ministry Development

Spring Semester

An introductory course to the realm of vocational ministry that wrestles with the following questions: What perspectives does the Bible give to the issue of formulating a "life purpose statement?" Why is grounding our personal identity in biblical truth a prerequisite for ministry effectiveness? What biblical truths comprise our so-called "position in Christ?" What basic priorities should serve as a guiding mechanism for management of our time and schedule? Why did God establish the local church - and how should His purposes affect programming and personnel? What are the characteristics of a healthy church? What are some principles that should guide leaders' approach to ministry?

FCE 3510 Ministry to Children (3)
Fall Semester, Even Years

A study of age-level traits and developmental tasks of children, along with their practical implications for teaching and administering a children's ministry department in a church, or a children's focus in a parachurch organization. Students will observe and practice teaching methods suitable for preschoolers and elementary-age children. Students also evaluate children's curricula and discover strategies to minister to parents and teachers of children.

FCE 3710 Ministry to Adults (3)
Fall Semester, Odd Years

A course that helps students gain an understanding of adult life cycles, learn how to enhance adult Sunday schools, and probe ways to minister to the unique needs of segments of adults within the church (senior citizens, singles, divorcees, family units, etc.). How to implement "small groups" as a discipleship strategy will also be covered.

FCE 3950 Faculty Directed Study in Family, (1-6)
Local Church, or Parachurch Ministry

Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

FCE 4400 Field Education in Family and Church Education (1)**Fall and Spring Semesters**

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

**FCE 4441 Leading Effective Bible Studies (3)
Fall Semester, Even Years**

A class that equips in the following areas: preparing a Bible passage for teaching; organizing a teaching plan; leading effective Bible discussions; and implementing a variety of creative learning activities. Much of the course involves student-led Bible studies in which they "learn by doing." Students receive detailed, supportive evaluative feedback from peers as well as the professor. Prerequisites: EDU 2310 and one semester of Field Education in Teaching (FED 2420).

**FCE 4820 Church Leadership and Administration (3)
Spring Semester**

A course that spotlights issues that better equip students for responsible ministry positions. Broad subject areas include: (a) Bible studies on leadership qualities and requirements; (b) developing a biblical philosophy of leadership roles within the local church; (c) gleanings on leadership and supervision of tasks from the book of Nehemiah; (d) "how-to" tips on planning, administration, and management of people; (e) consideration of issues and personal problems that confront Christian leaders; (f) implementing changes, and (g) minimizing interpersonal conflict.

FCE 4930 Internship in Ministry (1-6)

A highly supervised training experience within a local church or with a parachurch organization that focuses on a particular population segment. Students will receive "hands-on" experience as a way of discovering or honing their ministry skills and encountering the reality of vocational work away from a Bible college setting.

Prerequisites: at least junior standing; a completion of a minimum of nine semester hours of Family and Church Education (FCE) courses, and completion of 90 hours of academic credits.

FIELD EDUCATION**FED 2410 Field Education in Evangelism (1)
Fall and Spring Semesters**

A Field Education experience in which students have the opportunity to share the Good News of Jesus Christ. Students are placed in a variety of evangelistic ministry settings such as church visitation, youth groups, youth detention centers, prisons, Bible clubs, ministry teams and nursing homes that provide opportunities for weekly sharing of the gospel. The students meet weekly with a designated supervisor in a lab for training, sharing, prayer and mutual accountability. Weekly

reflective reports are required. Prior or concurrent study in evangelism (EVA 1110) is recommended.

FED 2420 Field Education in Teaching (1 each semester)**Fall and Spring Semesters**

A training experience in which students apply their studies in Bible, Principles of Bible Interpretation, and Principles of Teaching and Learning by communicating God's truth in a variety of settings such as church Sunday schools, Bible clubs, retirement homes, youth detention centers and prisons. Lesson plans are required on a weekly basis. The students meet weekly with a supervisor and peers according to their teaching setting for instruction, prayer and accountability. Each student is observed and evaluated once each semester. Prior or concurrent study in Bible and in Principles of Teaching and Learning (EDU 2310) or Teaching and Learning in the Classroom (EDU 2311) is required.

FED 2430 Field Education in Preaching (1 each semester)**Fall and Spring Semesters**

A training experience in which students apply their studies in Bible, Principles of Biblical Interpretation, and Homiletics in order to effectively preach in church and conference settings. Admission is dependent on Pastoral Studies Program Director approval.

FED 3410 Field Education Elective (1 each semester)**Fall and Spring Semesters**

A training experience in ministry development, to be chosen by the student after core evangelism, Bible teaching and program specific requirements have been met. Students choose an area of ministry in consultation with the director of Field Education. The purpose of this elective experience is for discovery of the student's spiritual gift or for further development of known gifts and skills. The student is placed with a supervisor who monitors skill development through weekly labs and reports. Prerequisite: FED 1100

**FED 3910 Practicum in Ministry (1-6)
Upon Request**

See the Field Education section, under "Internships and Practica."

**FED 3950 Faculty Directed Study in Field Education (1-6)
Upon Request**

An independent field experience available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

**FED 4400 Field Education for Advanced Students (1)
Fall and Spring Semesters**

Field Education experiences within a discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning require-

ments defined by a major or minor and assessed by program faculty in coordination with the Field Education Office.

HISTORY

HIS 1210 Historical Perspectives on Culture and Civilization 1 (3)

Fall Semester

An interdisciplinary study of world civilizations particularly designed to help in understanding 21st century intellectual, social and political trends. A standard text is used as a reading base, surveying the history of civilization from the ancient world into the 17th century, while class lectures concentrate on the foundations of contemporary culture, particularly its circumstances, dilemmas and options.

HIS 1211 Historical Perspectives on Culture and Civilization 2 (3)

Spring Semester

A continuation of HUM 1210 in which the historical survey proceeds from 1648 to the present.

HIS 2310 United States History and Government (3) Spring Semester

A survey from colonial America to the present emphasizing the enduring issues and themes of American history. While the course is structured around historical events, particular effort is made to understand the paradox of American unity through diverse social, economic, political and cultural factors.

HIS 3110 History of the Christian Church (3) Spring Semester

A survey of the developmental history of the Christian church from New Testament times to the modern era, divided into four periods: Early church history from the First Advent of Christ to the collapse of the Roman Empire (5 B.C.-A.D. 590); Medieval church history from the rise of the Roman Catholic Church to the beginning of the Reformation (A.D. 590-1517); Reformation church history from the Protestant Reformation to the Roman Catholic Counter-Reformation (1517-1648); and modern church history from the Pietistic Revival to the present (1648 on).

HIS 3510 The Black Church in America (3) TBA

A study of the historical, socio-cultural, and political factors involved in the development of the Black church in America. Attention is given to origins in the 19th century, relationships with the White church, the church's struggle for identity, and a characterization of the church in the contemporary period.

HIS 3950 Faculty Directed Study in History (1-6) Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

HUMANITIES

HUM 3221 Arts and Ideas (3) Fall Semester, Even Years

A course in which students a) develop a basic appreciation for the various visual and temporal arts — painting, sculpture, music, literature, drama — and b) grow to understand the broad historical progression of the arts from the late Middle Ages to the 20th century. Major emphasis will be placed on how philosophical ideas and worldviews are communicated through the arts.

HUM 3888 Western Man Study Tour (3) As Scheduled; Repeatable

A tour that focuses on the cultural and religious history of the areas being visited. Lectures cover each area's philosophy, theology, missions, literature, and art. Each student will receive reading assignments to be completed prior to the tour. Attendance at lectures pertaining to the area being visited is required, and assigned journal/papers must be completed. Further requirements will be included in the syllabus. Instructors are CIU faculty members, and the program and tour itinerary are entirely planned and supervised by CIU faculty members. The student will spend at least as much time in preparation, required lecture periods, and prescribed activities as is normally required for resident courses.

HUM 3950 Faculty Directed Study in Humanities (1-6) Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

HUM 4310 Faith and Reason in Western Culture (3) Spring Semester, Even Years

This course will examine the struggle in which western civilization has been engaged through the centuries, beginning in ancient Greece and its new excursion from the realm of animistic mythology into the realm of science and philosophy, proceeding through the attempts of Christian, Arabic, and Jewish philosophers in the Middle Ages to understand the connection between divine inspiration and human learning, exploring the failure of the Enlightenment thinkers to eliminate metaphysical considerations, and finally surveying some of the current effects of that failure on both contemporary culture and contemporary evangelicalism.

HUM 4810 Humanities Seminar (3) Spring Semester

An advanced seminar designed to integrate the various types of information previously gathered in the study of subjects in the humanities field, such as history, literature, philosophy, anthropology, etc. The format of the course is informal, with individual student participation considered primary.

INTERCULTURAL STUDIES**ICS 1210 Introduction to the World Christian Movement (3)****Fall Semester**

A course designed to develop "world-Christian" characteristics in the student by describing the Christian's heritage in the history of the church and missions, by providing a scriptural perspective on the purpose of the gospel in confronting ideologies, religions and spiritual needs of the world, and by introducing current strategies for identifying and reaching the lost.

ICS 2100 Foundations for Missions (3)**Fall Semester**

A study of the biblical, historical, and strategic foundations of world missions upon which subsequent ICS courses are built.

ICS 3110 Introduction to World Religions (3)**Spring Semester**

An introduction to the broad historical development, philosophical structures and worldviews of the non-Christian religions. Primal religions, Hinduism, Buddhism, Chinese and Japanese religions, and Islam, with some of their folk expressions, are considered.

ICS 3140 Cultural Anthropology (3)**Fall Semester**

An introduction to cultural anthropology as a means to assist the Christian cross-cultural communicator in fulfilling the mandate of the Great Commission, and to help the believer understand his world.

ICS 3410 Business as Missions (3)**TBA**

An exploration of mission strategies using various business platforms for access into restricted or limited access countries. Topics include "tent making" strategies as well as professional service and corporate points of access.

ICS 3520 Unreached Peoples (3)**TBA**

A course that seeks to reach beyond mere general missionary activity to concentrate on identifying, describing, and informing churches and believers concerning those cultural groups of unreached people who together make up 84 percent of the world's non-Christian population, with a view toward discipling them to Christ.

ICS 3710 Women and Missions (3)**TBA**

This course will study the involvement of women in the task of the Great Commission by looking at the legacy women have left in missions history and by examining the contributions made by present day missionaries. In addition, this course will briefly examine the role of women in ministry, and in particular, women in missions, and will explore the current issues, needs, and opportunities that affect women in missions today.

ICS 3810 Developing the Church (3)**Spring Semester**

A consideration of basic principles of church planting and church development, including the initial evangelistic penetration of a group, nurture and discipleship, and leadership training.

ICS 3950 Faculty Directed Study in Intercultural Studies (1-6)**Upon Request**

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

ICS 4320 Contextualization of Theology (3)**TBA**

A study of how to understand and apply the Bible faithfully and effectively in a cross-cultural setting. Attention is given to the Bible's teaching about culture and hermeneutics, especially language, revelation, truth, scriptural authority, application and contextualizing. Each student develops a biblically controlled strategy of contextualization. Prerequisite: BIB 3420.

ICS 4350 Sin, Shame and Guilt in Cultural Context (3)**TBA**

A course designed to teach, through select ethnographic readings, how to discover native moral categories, moral values, and symbols of human evil. The goal is a cultural understanding that makes communication of the gospel intelligible, subjectively relevant and meaningful to people of other cultures. Discussion of ethnographic methods by which, in another culture, the place of such sins as envy, lust, covetousness, and pride may be analyzed. The related experiences of shame and guilt are explored and analyzed. Prerequisite: ICS 1210.

ICS 4400 Field Education in Intercultural Studies (1)**Fall and Spring Semesters, Summer Studies**

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

ICS 4510 Anthropology for Missionaries (3)**TBA**

A course to develop anthropological thinking through a review of basic anthropological concepts, problem-solving of case studies, and reading and discussion of recent studies in applied anthropology. Prerequisite: ICS 3140.

ICS 4520 Traditional Religion (3)**TBA**

A study of anthropological approaches to "low" religion, that is, religion as it is practiced day by day among preliterate non-Western societies but also by masses of those who count themselves to be adherents of one of the great world religions. Application of anthropological concepts to Christian cross-cultural communication and to church planting and church growth in such societies is examined.

ICS 4620 Introduction to Islam (3)
TBA

An overview of the life of the prophet, Muhammad, and the teachings and practices of the Muslim faith with an emphasis on comparison with Christianity.

ICS 4623 Approaches to Islam (3)
TBA

A course on the different approaches of Christian witness to Muslims and on various methods of presenting the gospel relevantly in Muslim contexts.

ICS 4720 Seminar in Missionary Realities (3)
Spring Semester

An extended discussion that investigates realistically various aspects of the life and service of a Christian cross-cultural communicator. Emphasis is placed on the dynamics of relation building as one interacts with missionary organizations, fellow expatriates, national and international co-workers, the national church, and national people. Prerequisites: A minimum of 12 semester hours of ICS course work completed. Juniors and Seniors only.

ICS 4830 Church Leadership Training in Other Cultures (3)**TBA**

A study of biblical and contemporary perspectives on the church, church leadership, and methods of training. The course evaluates contemporary theological education worldwide with special reference to methods in curriculum employed in residence and extension schools.

ICS 4930 Internship in Inter-Cultural Ministry (1-6)
Upon Request

An internship required of Intercultural Studies majors, usually following the junior year (90 hours of course work). The internship integrates guided study and field experience in cross-cultural ministry under an approved program and a CIU faculty mentor. (Approval and registration are required in advance of the internship experience.) Prerequisite: ICS 3140.

LINGUISTICS**LNG 3950 Faculty Directed Study in Linguistics (1-6)**
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

LNG 4440 Introduction to Linguistics and Bible Translation (3)**TBA**

A first course in linguistics, introducing principles involved in the study and analysis of the phonetics, phonology, morphology, syntax and semantics of any language, with practical application relating to data from different languages. There is special emphasis on criteria and procedures involved in the cross-language and cross-cultural translation of the Bible.

LNG 4471 Basic TEFL Techniques (3)
Fall Semester

The first in a series of self-contained, teacher-training courses that develop practical skills in teaching English as a foreign language. The course concentrates on the following: teaching vocabulary and expressions with the help of teaching aids and reading texts; learning, presenting and practicing English structure; asking questions; and tent-making ministries.

LNG 4472 Practical TEFL Skills (3)
Spring Semester

The second in a series of self-contained, teacher-training courses that develop skills in teaching English as a foreign language. The course concentrates on the following: designing teaching aids; planning lessons; facilitating pair-work and group-work; learning and teaching basic English pronunciation.

LNG 4473 Communicative TEFL Skills (3)
Fall Semester

The third in a series of self-contained, teacher-training courses that develop practical skills in teaching English as a foreign language. The course focuses on the following: developing basic to more advanced skills in speaking, listening, and reading; motivating students; using questions to elicit language; facilitating role plays; and tutoring.

LNG 4474 Advanced TEFL Techniques (3)
Spring Semester

The fourth in a series of teacher-training courses that develop practical skills in teaching English as a foreign language. The course concentrates on the following: developing basic to advanced writing skills; correcting errors; testing student progress; planning instructional units; and evaluating teaching. Prerequisites: senior standing and a minimum of 3 hours in ICS (TEFL) completed.

LNG 4475 Introduction to Language Learning (3)
Spring Semester

A course designed to equip students for success in the independent learning of a language and culture. Students will go through a language learning cycle, including planning, meeting with a language resource person, making and listening to tapes of the language, and keeping a journal to document the language learning experience and to record observations on language, culture and social interaction.

MATHEMATICS AND RESEARCH**MAT 2310 Mathematics Concepts and Quantitative Reasoning (3)****Fall Semester**

A course to educate consumers of information. The course includes three main units: measurement and trigonometry, introductory probability and statistics, and personal finance. The class is application-driven, and tools appropriate for the solution of the application problems (calculators, computers, measuring tools, etc.) are introduced. The course emphasizes understanding basic concepts; using mathematical properties, processes, and symbols; interpreting results; and communicating solutions in writing.

MAT 3100 Math for Teachers (3)**Fall Semester**

This course is designed to familiarize prospective teachers with those concepts of mathematics which must be understood if the subject is to be taught effectively to children. Attention will be focused on numeration systems, sets and operations, number theory, problem solving, geometry, measurement, statistics, managing data, and algebra.

MAT 3410 Research Statistics (3)**Fall Semester**

A course designed to introduce students to descriptive and inferential statistics. This knowledge should then assist them in completing research projects in their chosen fields of study. A number of well-known statistical tests and research strategies will be taught, demonstrated, and then required from the students. After being taught about population parameters and the proper uses of designated statistical tests, the students will be taught how to use computer applications to free themselves of the notation requirements and mechanics of the statistical tests, so the research process can become less tedious and more conceptual in nature.

MAT 3950 Faculty Directed Study in Mathematics (1-6) Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

RES 3411 Research Methods and Designs (3) Spring Semester

An introduction to the principles, methods and procedures used in evaluating research designs in psychology. There will be an emphasis upon experimental methodology, as well as other major techniques of research. Each student prepares an empirical study, written in APA format. Prerequisite: PSY 2110, MAT 3410.

MUSIC**MUS 1000 Convocation (0 Credit) Fall and Spring Semesters**

A requirement for all students with a major in music and music minors enrolled in other music courses. Convocation involves weekly recitals, lectures, and presentations by the Music department faculty, students, and guest musicians.

MUS 2300-MUS 2310 Music Theory 1 and 2 (3 each semester) Fall and Spring Semesters

A review of the fundamentals of music (rhythm, scales, key signatures, reading and writing), followed by a detailed study of harmony, intervals, keyboard harmony, melodic and chordal analysis. Students apply their knowledge in composition of traditional and contemporary music.

MUS 3100 Music in the Church Setting (3) TBA

A study of the function of music in the church, including services of worship, edification, and evangelism. The course encourages the appreciation of various styles of music including contemporary and traditional literature. An introduction to song leading skills and worship team leadership is included.

MUS 3300-MUS 3302 Music Theory 3 and 4 (3 each semester) Fall, Spring Semesters

A continuation of the study of music theory, including advanced sight singing and ear training, dictation and transcription, keyboard harmony, and writing in 3 and 4 parts; introduction to contemporary chord symbol notation. Prerequisites: MUS 2300, MUS 2310.

MUS 3422 Arranging Skills for the Church Musician (3) Fall Semester, Odd Years

An introduction to arranging for vocal and instrumental groups in the local church, with an emphasis on contemporary "praise and worship" styles. Students learn about writing for the rhythm section, 2- to 4-part vocal writing, and basic orchestration techniques. Prerequisites: MUS 3300, MUS 3302 or permission of instructor.

MUS 3700 Music in Cross-Cultural Settings (3) Spring Semester

A study of the music of various cultures from around the world. Students will investigate current efforts and apply biblical guidelines to the development of ethnic hymnody.

MUS 3950 Faculty Directed Study in Music (1-6) Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. The student, in consultation with the instructor, explores topics in depth through individual investigative techniques and periodic discussion with the instructor. Consult with academic advisor.

MUS 4200 History of Western Music (3)
Fall Semester, Even Years

An overview of Western "classical" music, from the Middle Ages to the present, with an emphasis on the developments of each historical period.

MUS 4202 History of Music in the Christian Church (3)
Spring Semester, Odd Years

A course that focuses exclusively on music for the Christian church, from the Middle Ages through the end of the 20th century, examining trends and issues in each period. Students will be challenged to develop their own philosophy of church music in light of the Scriptures.

MUS 4400 Field Education in Music (1)
Fall and Spring Semesters, Summer Studies

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

MUS 4406 Conducting (3)
Fall Semester, Odd Years

A study of the manual techniques of conducting and song leading, including beat patterns, cues, attacks, releases, dynamics and expressive styles with emphasis on choral conducting, tone production, and choral rehearsal techniques. Particular attention is given to the leadership needs of the local church including leading large and small vocal and instrumental ensembles and praise team interaction.

MUS 4412 MIDI Technology for the Church Musician (3)
Spring Semester

An introduction to MIDI technology, specifically as it relates to the needs of the local church musician. Starting with the basics of synthesizer programming, the class will proceed to the use of software sequencing and notation programs, and MIDI applications for worship settings.

MUS 4660 Keyboard Improvisation (3)
Spring Semester, Even Years

A course designed to develop improvisational skills at the keyboard for the church musician. Playing from chord symbols, developing modulations and transitions, and creating cohesive worship packages will be taught. Skills for playing with a rhythm section will be developed with the use of MIDI technology. Prerequisites: MUS 2300, MUS 2310 and two years of college-level piano study or permission of instructor.

MUS 4810 Contemporary Christian Worship (3)
Fall Semester, Even Years

An introduction to the many facets of music ministry in today's church, including service planning, worship philosophy, sound reinforcement and recording, musical/drama production, team building, and contemporary worship styles. Segments may be taught by a variety of specialists.

MUS 4898 Recital (0)
Fall and Spring Semesters

A requirement for music majors that involves a 45-60 minute public recital in their primary performance area (vocal, piano, guitar), consisting of music selected from their private studies.

MUS 4899 Piano Proficiency Exam (0)
Fall and Spring Semesters

A requirement for music majors that involves a demonstration of competency in all the keyboard skills described in the "Piano Proficiency" handbook.

MUS 4930 Internship in Music (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor and the director of Field Education. Skills are applied in an on-site experience in a church, recording studio, camp or other location appropriate to the student's area of interest and specialization. Consult with academic advisor.

APPLIED MUSIC

Note: Any ensemble or private study in which the student participates for a full year fulfills the general education fine arts distribution requirement. Some ensemble participation may also count for Field Education credit.

Class Lessons:**MUS 1652 Class Guitar: Beginning (1)**
Fall Semester**MUS 1653 Class Guitar: Intermediate (1)**
Spring Semester**MUS 1672 Class Piano: Beginning (1)**
Fall and Spring Semesters**Private Lessons:****MUS 2501 Private Studies in Voice – Beginner (30 minutes) (1)**
Fall and Spring Semesters**MUS 2511 Private Studies in Voice – Beginner (60 minutes) (2)**
Fall and Spring Semesters**MUS 2651 Private Studies in Guitar – Beginner (30 minutes) (1)**
Fall and Spring Semesters**MUS 2621 Private Studies in Guitar – Beginner (60 minutes) (2)**
Fall and Spring Semesters

- MUS 2671 Private Studies in Piano – Beginner (30 minutes)** (1)
Fall and Spring Semesters
- MUS 2611 Private Studies in Piano – Beginner (60 minutes)** (2)
Fall and Spring Semesters
- MUS 4421 Private Lessons in Arranging/Composition** (1)
Upon request
The same fee schedule as piano/vocal lessons applies.
Prerequisite: MUS 3422 or permission from instructor.
- MUS 4422 Private Lessons in Arranging/Composition - Advanced** (1)
Upon request
The same fee schedule as piano/vocal lessons applies.
Prerequisite: MUS 4421 or permission from instructor.
- MUS 4411 Private Lessons in Conducting** (1)
Upon Request
The same fee schedule as piano/vocal lessons applies.
Prerequisite: MUS 4406 or permission of instructor.
- MUS 4501 Private Studies in Voice – Advanced (30 minutes)** (1)
Fall and Spring Semesters
MUS 4521 Private Studies in Voice-Advanced (60 minutes) (2)
Fall and Spring Semesters
- MUS 4511 Private Studies in Contemporary Voice (1-2)**
Lessons that emphasize developing skills and repertoire for use in church services and public ministry settings emphasizing contemporary vocal styles. The course may be repeated once for credit. Prerequisite: One year of college-level vocal study and permission of instructor.
- MUS 4651 Private Studies in Guitar – Advanced (30 minutes)** (1)
Fall and Spring Semesters
- MUS 4621 Private Studies in Guitar – Advanced (60 minutes)** (2)
Fall and Spring Semesters
- MUS 4671 Private Studies in Piano – Advanced (30 minutes)** (1)
Fall and Spring Semesters
- MUS 4611 Private Studies in Piano – Advanced (60 minutes)** (2)
Fall and Spring Semesters
- MUS 4871 Private Lessons in Contemporary Keyboard** (1)
Upon Request
- Ensembles:**
Opportunity for developing ensemble technique is available to participants in the following campus music groups:
- MUS 2503, Vocal Ensemble: (1 each semester)**
4503 Ministry Teams
Fall, Spring Semesters
Ensembles with emphasis on ministry, not only through musical performance, but also through a lifestyle of servanthood. By permission of the instructor.
- MUS 2504, Vocal Ensemble: (1 each semester)**
4504 Ambassador Singers
Fall and Spring Semesters
Ambassador Singers is composed of 20-25 members who are selected by audition for the academic year. Selections occur during the first week of the fall semester, and a small number of slots may be filled during the first week of the spring semester. The singers minister regularly for local churches, organizations and school events throughout the school year. Some out-of-town tours also may be scheduled. Members are required to attend all scheduled rehearsals and sectionals.
- MUS 2523, Vocal Ensemble: Praise Team (1)**
4523
Fall and Spring Semesters
The Praise and Worship team is a group of vocalists and instrumentalists that leads the CIU family in worship through a blend of traditional and contemporary worship music. By audition.
- MUS 2524, Vocal Ensemble: Gospel Choir (1)**
4524
Fall and Spring Semesters
The preparation and performance of contemporary gospel choral music. Open by audition to all students, staff, and faculty. Several performances on and off campus will be the focus of rehearsals.
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- PASTORAL MINISTRY**
- PAS 3410 Sermon Preparation and Delivery (3)**
Fall Semester
A study of the theology of preaching as well as the mechanics of sermon preparation for the purpose of enabling the student to communicate God's Word effectively and correctly in this present time. Each student will preach at least once in the course. Prerequisite: COM 2110.
- PAS 3420 Advanced Preaching (3)**
Spring Semester
Advanced instruction concerning the preparation of expository sermons along with the experience of analyzing the sermons of some of the great preachers of church history. The course involves student preaching and in-class analysis of sermons. Prerequisites: PAS 3410.

PAS 3950 Faculty Directed Study in Pastoral Ministry (1-6)**Upon Request**

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

PAS 4110 Pastoral Ministries 1 (3)
Fall Semester

The first of two semesters of study in the area of pastoral ministries. During this semester the areas of study will include: a concept and philosophy of the church and ministry, the personal life and qualifications for the ministry, the call to the ministry, entering the ministry, training and education for the ministry, ordination into the ministry, leadership and administration, group processes, working with others, finances and buildings, the worship services, the special services (weddings, funerals, etc), and the planning and promotion of missions.

PAS 4111 Pastoral Ministries 2 (3)
Spring Semester

The second of two semesters of study in the area of pastoral ministries. During this semester the areas of study will include: evangelism, church growth, advertising the church, pastoral visitation, family relationships, interpersonal relationships within the church family, community relationships, doctrinal integrity, temptations in the ministry, conflict resolution, the pastor as a counselor, and the ending of a pastorate and the move to a new ministry.

PAS 4250 Leadership Training for Spiritual Growth (3)
TBA

A course designed to develop leadership skills in the student with a vision for disciple making. The course will emphasize practical skills to assist the student in discipling others.

PAS 4400 Field Education in Pastoral Ministries (1)
Fall and Spring Semesters, Summer Studies

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

PAS 4621 Strategies for Southern Baptist Ministries (2)
TBA

A practical hands-on course that will feature field trips to local churches as well as Southern Baptist Association and state convention offices. The aim will be to acquaint students with Southern Baptist life and practice to enable them to better function within a Southern Baptist ministry context. Class size limited to 40 students.

PAS 4930 Internship in Pastoral Ministry (3-6)
Upon Request

A full-time or part-time assignment as a pastoral or church staff intern in a local church. A field supervisor will mentor and evaluate the student's progress under the direction of the CIU director of internship. Students will receive "hands-on" experience as a way of discovering or honing their ministry skills and encountering the reality of ministry. Students may opt for one summer of full-time service, or part-time service spread over one school year (two semesters). Prerequisites: Completion of at least 90 hours and completion of a minimum of nine semester hours of course work in Pastoral Ministry.

PHYSICAL EDUCATION/SPORTS

PHE 1100 Fitness for Living (1)

In this course, the student develops an individualized training contract designed to improve cardiovascular fitness of the student with accountability throughout the semester using fitness activities and equipment available in order to establish a lifestyle of health and fitness. This course is repeatable for elective credit; but a maximum of three credits can be used toward elective graduation requirements.

PHILOSOPHY

PHI 3120 Logic (3)
Spring Semester, Odd Years

A study of the science of thinking and reasoning, inductive and deductive logic. The principles are applied to life situations.

PHI 3310 Classical Philosophy (3)
Fall Semester

A history of philosophy course designed to explore the central ideas of Classical Philosophy by reading central works of the Greek philosophers that are foundational to the development of Western thought, politics, ethics, and religion.

PHI 3320 Medieval Philosophy (3)
Fall Semester

A history of philosophy course designed to explore the central ideas of medieval philosophy by reading the central works of the medieval philosophers, which is characterized by the synthesis of Classical Greek thought with Christian theology.

PHI 3330 Modern Philosophy (3)
Spring Semester

A history of philosophy course designed to explore the central ideas of modern philosophy by reading the central works of the modern philosophers that provide the basis for our present postmodern context.

PHI 3950 Faculty Directed Study in Philosophy (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

PSYCHOLOGY**PSY 2110 General Psychology (3)**
Spring Semester

A survey of scientific psychology including historical roots, human development, physiological basis of behavior, learning, motivation, perception, emotions, personality, socialization and pathology. Biblical principles will be integrated with psychological data, and practical application will be made within both Christian and non-Christian environments.

PSY 3310 Abnormal Psychology (3)
Fall Semester

A study of the causes, symptoms, and prognosis of the major clinical categories of emotional disorders. Emphasis will be placed upon assessment, treatment and prevention. In addition, the influence of religion and the local church upon mental health and functioning will be studied. Prerequisites: PSY 2110.

PSY 3330 Psychology of Learning (3)
Spring Semester

An in-depth study of learning, motivation, and change and the implications this will have for teaching and counseling methods. Particular emphasis will be placed upon historical and modern cognitive research and testing. Application will be made within the academic, relational, emotional, and spiritual arenas. Particular attention will be given to the development of biblical perspectives of learning theory.

PSY 3370 Human Growth and Development (3)
Fall Semester

A survey course of lifespan, developmental psychology covering the stages of physiological, psychological, sociological and spiritual growth of the individual from conception to adulthood. The purpose is to analyze significant terms, theories, methods of study, and the biblical nature of the developing person. Special attention will be given to the cultural diversity of developing persons as it relates especially to the learning environment. Prerequisite: PSY 2110.

PSY 3440 Models and Applications of Counseling Psychology 1 (3)
Fall Semester

The first of two sequential courses that is designed to introduce students to the common models and applications used in counseling psychology. The models, and the theoretical assumptions underlying the models, will be examined in some depth. The results of controlled outcome research will be presented. Some psychometric tests and in-class practice of the applications (techniques) will be included, along with a discussion of the ethical and legal issues that are part of every professional counseling relationship. This rigorous two-course sequence combines both cognitive and experiential learning methods. Prerequisite: PSY 2110.

PSY 3441 Models and Applications of Counseling Psychology 2 (3)
Spring Semester

The second of two sequential courses that is designed to introduce students to the common models and applications used in counseling psychology. The models, and the theoretical assumptions underlying the models, will be examined in some depth. The results of controlled outcome research will be presented. Some psychometric tests and in-class practice of the applications (techniques) will be included, along with a discussion of the ethical and legal issues that are part of every professional counseling relationship. This rigorous two-course sequence combines both cognitive and experiential learning methods. Prerequisite: PSY 2110 and PSY 3440 or consent of instructor.

PSY 3920 Psychology Practicum 1 (3)
Upon Request

An intensive on-site experiential learning opportunity, involving approximately 100 hours of direct, on-site service. Additional paperwork, feedback, and measurements of outcomes are required. Usually this practicum is taken during a student's junior year. For this practicum, students are typically placed in a church-based setting, where their work is supervised and evaluated by both a licensed/ordained site supervisor and college faculty. Prerequisites: Completion of at least 60 hours of college credit, with at least nine hours of psychology credit, or consent of the instructor.

PSY 3950 Faculty Directed Study in Psychology (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

PSY 4320 Human Intimacy and Sexuality (3)
Spring Semester

A course designed to enhance the student's understanding of human intimacy and sexuality in its physical, social, psychological, and spiritual dimensions. The course seeks to answer the following question: How are people drawn into healthy, intimate, romantic and non-romantic relationships? Prerequisites: PSY 2110, SOS 3740.

PSY 4330 Group and Institutional Dynamics (3)
Spring Semester

An in-depth study of how healthy and functional groups and institutional environments can be formed, how people learn in a group, how to anticipate and recognize the developmental stages of a group, how to analyze behavior and relationships within the groups and institutions, how to measure growth within a group or institutional environment, and how to facilitate a group.

Students will develop skills and knowledge that will enable them to evaluate and build groups or institutional environments that will encourage spiritual and emotional growth and maturation. Prerequisite: PSY 2110.

PSY 4340 Personality Theories (3)
Spring Semester

A survey of the leading personality theories including analytic, humanistic, behavioral, and cognitive schools. Emphasis will be placed on how the personalities develop, how they are organized, and how they change. Personality theories will be examined focusing on how presuppositions influence theory and approach to growth and healing. Prerequisite: PSY 2110.

PSY 4350 Physiological Psychology (3)
Fall Semester

A course designed to introduce students to the biological foundations of perception, thought, feeling, and behavior. Sensation thresholds, optical perceptions and illusions, different brain structures and their functions, and the biological basis of some forms of mental illness, are all studied in some depth. The student should gain a deeper understanding and appreciation of the scientific underpinnings of psychology through taking this course. Prerequisite: PSY 2110, RES 3411.

PSY 4640 Multicultural Counseling (3)
Fall Semester

A course designed to introduce students to the psychological and social characteristics of the various ethnic and cultural groups that reside in the United States that are defined as minorities. Students will be exposed to some of the cultural and racial biases that are inherent in the field of mental health. The course is designed to increase the students' knowledge base of the diverse and rich culture in which they live, and to enable students to develop greater flexibility in styles of helping, relating, and communicating in a multicultural society. Prerequisite: PSY 2110.

PSY 4920 Psychology Practicum 2 (3)
Upon Request

An intensive on-site experiential learning opportunity, involving approximately 100 hours of direct on-site service. Additional paperwork, feedback, and measurements of outcomes are required. Usually, this practicum is taken during a student's senior year. For this practicum, students are typically placed in a hospital or clinic-based setting, where their work is supervised and evaluated by both a licensed site supervisor and a college faculty member. Prerequisites: Completion of at least 60 hours of college credit, with at least 15 hours of Psychology credit, or consent of the instructor.

* *Note:* A student may petition to have BOTH practica in either a church-based, or hospital/clinic setting, depending on the student's sense of vocational calling.

RUSSIAN LANGUAGE

RUS 3115 Intensive Russian 1 (4)
Fall and Spring Semesters, Summer Studies

The first part of the complete basic level of Russian, this course includes a two-hour block of instruction and meets Mondays, Tuesdays, Thursdays and Fridays. Both hours are taught consecutively and offer the student an introduction to vocabulary as well as the key grammatical aspects of Russian with explanation in English. Following each grammar/vocabulary explanation the student is given the opportunity to practice the concepts conversationally through teacher/student drills, translation exercises and other exercises. Students are encouraged to ask questions and interact with the instructor. Students who enroll in the entire Basic Course (full-time Russian study) must enroll in this course. Prerequisite: Concurrent enrollment in RUS 3116.

RUS 3116 Intensive Russian 2 (4)
Fall and Spring Semesters, Summer Studies

The second part of the complete basic level of Russian, this course includes a two-hour block of instruction and meets Mondays, Tuesdays, Thursdays and Fridays. Both hours are taught consecutively and offer the student an introduction to vocabulary as well as the key grammatical aspects of Russian with explanation in English. Following each grammar/vocabulary explanation the student is given the opportunity to practice the concepts conversationally through teacher/student drills, translation exercises and other exercises. Students are encouraged to ask questions and interact with the instructor. Students who enroll in the entire Basic Course (full-time Russian study) must enroll in this course. Prerequisite: Concurrent enrollment in or completion of RUS 3115 or its equivalent.

RUS 3117 Intensive Russian 3 (4)
Fall and Spring Semesters, Summer Studies

The third part of the complete basic level of Russian, this course includes a two-hour block of instruction and meets Mondays, Tuesdays, Thursdays and Fridays. During the first hour the student is provided with Conversational practice of basic grammatical forms and vocabulary. The second hour (Russian Level One Conversation) provides the student with an opportunity to converse on a variety of subjects, including sharing the gospel in Russian. Course work includes written assignments, in-class oral participation and listening comprehension exercises. Students who enroll in the entire Basic Course (full-time Russian study) must enroll in this course. Prerequisites: Concurrent enrollment in or completion of RUS 3115 and RUS 3116 or the equivalent.

RUS 3215 Proficiency in Russian I (4)
Fall and Spring Semesters, Summer Studies

This course consists of a one-hour block of instruction offered Mondays, Tuesdays, Thursdays and Fridays. Students are provided with a conversational environment in which they have an opportunity to practice the vocabulary introduced in the prerequisite for this course. They are also introduced to various conversational topics and subject areas with which they will

need to be familiar in order to operate in an all-Russian environment and to prepare them for future ministry. Course placement may be determined by an entrance exam for those students who have the grammatical proficiency for this course but have not completed the prerequisites. Prerequisites: Satisfactory completion of RUS 3115 and RUS 3116.

RUS 3216 Proficiency in Russian 2 (4)
Fall and Spring Semesters, Summer Studies

This course consists of a one-hour block of instruction offered Mondays, Tuesdays, Thursdays and Fridays. Students are provided with a conversational environment in which they have an opportunity to practice vocabulary introduced in the course. They are also introduced to various intermediate-level conversational topics and subject areas with which they will need to be familiar in order to operate in an all-Russian environment and to prepare them for future ministry. Course placement may be determined by an entrance exam for those students who may have the proficiency for this course but have not completed the prerequisite. Prerequisite: Satisfactory completion of RUS 3215 or the equivalent.

RUS 3950 Faculty Directed Study (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

RUS 4115 Intermediate Intensive Russian 1 (4)
Fall and Spring Semesters, Summer Studies

The first part of the complete intermediate level of Russian, this course includes a two-hour block of instruction and meets Mondays, Tuesdays, Thursdays and Fridays. Both hours are taught consecutively and offer the student an introduction to intermediate vocabulary as well as key grammatical aspects of Russian with explanation in both Russian and English. Following each grammar/vocabulary explanation, the student is given the opportunity to practice the concepts conversationally through teacher/student drills, translation exercises and other exercises. Proper pronunciation, word formation, and word roots are also emphasized. Students are encouraged to ask questions and interact with the instructor. Students who enroll in the entire Intermediate Course (full-time Russian study) must enroll in this course. Prerequisites: Satisfactory completion of RUS 3116 or the equivalent and concurrent enrollment in RUS 4116.

RUS 4116 Intermediate Intensive Russian 2 (4)
Fall and Spring Semesters, Summer Studies

The second part of the complete intermediate level of Russian, this course includes a two-hour block of instruction offered on Mondays, Tuesdays, Thursdays and Fridays. Both hours are taught consecutively and offer the student an introduction to intermediate vocabulary as well as key grammatical aspects of Russian with explanation in both Russian and English. Following each grammar/vocabulary explanation the student is given the opportunity to practice the concepts conversationally through teacher-student drills, translation exercises and other exercises. Proper pronunciation, word formation, and word roots are also

emphasized. Students are encouraged to ask questions and interact with the instructor. Students who enroll in the entire Intermediate Course (full-time Russian study) must enroll in this course. Prerequisite: Concurrent enrollment in or completion of RUS 4115 or the equivalent.

RUS 4117 Intermediate Intensive Russian 3 (4)
Fall and Spring Semesters, Summer Studies

The third part of the complete intermediate level of Russian, this course includes a two-hour block of instruction and meets Mondays, Tuesdays, Thursdays and Fridays. During the first hour students are provided with an opportunity to learn to discuss the Russian Scriptures and to share the gospel in greater detail. The second hour (Russian Level Two Conversation) provides the student with an opportunity to converse in detail on a variety of intermediate-level subjects. Course work includes written assignments, in-class oral participation and listening-comprehension exercises. Students who enroll in the entire Intermediate Course (full-time Russian study) must enroll in this course. Prerequisites: Concurrent enrollment in RUS 4115 and RUS 4116 or completion of the equivalent.

RUS 4118 Intermediate Intensive Russian 4 (4)
Fall and Spring Semesters, Summer Studies

The second part of the complete upper intermediate level of Russian offered during the Summer Russian Institute, during the spring and fall semesters, this course represents the grammatical portion of the first semester of the second year of instruction. The course includes a two-hour block of instruction and meets Mondays, Tuesdays, Thursdays and Fridays. Class time during both hours includes an explanation of upper intermediate to advanced vocabulary, focusing on word roots and morphology, as well as advanced grammatical structures covering the more difficult grammatical aspects of Russian. Students are given the opportunity to practice new vocabulary and grammatical principles in various instructor-directed exercises, drills and conversational activities. Course work includes written assignments and oral participation and requires an ability to be completely immersed in Russian. Students who enroll in the entire Intermediate Course (full-time Russian study) must enroll in this course. Prerequisites: RUS 4117 and RUS 4215 or completion of the equivalent.

RUS 4215 Proficiency in Russian 3 (4)
Fall and Spring Semesters, Summer Studies

This course consists of a one-hour block of instruction offered on Mondays, Tuesdays, Thursdays and Fridays. Students are provided with a conversational environment in which they have an opportunity to practice vocabulary introduced in the course, which covers everyday life situations. They are given the opportunity to practice discussing in detail various intermediate-advanced level topics necessary to function well in future life ministry situations in Russian-speaking countries. Course placement may be determined by an entrance exam for those students who may have the proficiency for this course but have not completed the prerequisite. Prerequisite: Satisfactory completion of RUS 3216 or the equivalent.

**RUS 4300 Russian Civilization I (3)
Fall Semester**

This course consists of a three-hour block of instruction offered on Wednesdays from 8:00 till 10:40 a.m. Students are provided with lectures on Russian history and important aspects of Russian culture and are given time for both small group discussion and interaction with the instructor. Some class time is also spent working on projects related to the curriculum. This course emphasizes the major historical and cultural developments which have the greatest bearing upon work or ministry among Russian-speakers. Course work includes a reading schedule, written assignments and projects including a ten-page term paper, in-class participation in discussions, and also mid-term and final examinations.

**RUS 4301 Russian Civilization II (3)
Spring Semester**

This course consists of a three-hour block of instruction offered on Wednesdays from 8:00 till 10:40 a.m. Students are provided with lectures on Russian history and important aspects of Russian culture and are given time for both small group discussion and interaction with the instructor. Some class time is also spent working on projects related to the curriculum. This course emphasizes the major historical and cultural developments which have the greatest bearing upon work or ministry among Russian-speakers. Course work includes a reading schedule, written assignments and projects including a ten-page term paper, in-class participation in discussions, and also mid-term and final examinations.

**RUS 4415 Russian Bible 1 (4)
TBA**

This course consists of a one-hour block of instruction offered on Mondays, Tuesdays, Thursdays and Fridays. Students are provided with a conversational environment in which they have an opportunity to learn to discuss the Russian Scriptures, their personal faith, and certain apologetics issues necessary for successful ministry in Russian-speaking countries. Course work includes various written assignments, in-class oral participation and listening comprehension exercises. Course placement may be determined by an entrance exam for those students who may have the proficiency for this course but have not completed the prerequisites. Prerequisites: Satisfactory completion of RUS 3115, RUS 3116 or the equivalent.

**RUS 4416 Russian Bible 2 (4)
TBA**

This course consists of a one-hour block of instruction offered on Mondays, Tuesdays, Thursdays and Fridays. Students are provided with a conversational environment in which they have an opportunity to discuss in some detail the Russian Scriptures, their personal faith, and certain apologetics issues necessary for successful ministry in Russian-speaking countries. Course work includes various written assignments, in-class oral participation and listening comprehension exercises. Course placement may be determined by an entrance exam for those students who may have the proficiency for this course but have not complet-

ed the prerequisite. Prerequisite: Satisfactory completion of RUS 4415 or the equivalent.

SCIENCE

**BIO 2113 Principles of Biology (3)
Fall Semester**

A course covering the concepts of biology, with emphasis given to the structure, function and cellular organization of living organisms. Following an introduction to the general nature of science, the scientific method, and the nature of biology, the remainder of the course covers cellular biology, botany, zoology, and human biology.

**BIO 2101 Biology Lab (1)
Fall Semester**

A separate three-hour laboratory session, which is scheduled each week for students taking BIO 2113.

**BIO 3950 Faculty Directed Study in Biology (1-6)
Upon Request**

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

**SCI 2313 Principles of Physical Science (3)
Spring Semester**

A course that offers a general introduction to physics, chemistry, astronomy and geology. Topics are covered which will enable the student to achieve a general understanding of major fundamentals of each component discipline.

**SCI 2301 Principles of Physical Science Lab (1)
Spring Semester**

A separate three-hour laboratory session, which is scheduled each week for students taking SCI 2313.

**SCI 3950 Faculty Directed Study in Science (1-6)
Upon Request**

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

SOCIAL STUDIES

**SOS 3520 Social Studies in the Bible Curriculum (3)
Fall Semester**

A study of the philosophical, historical and sociological courses traditionally taught within the Bible department of a secondary school. Students will examine the content of three high school courses: Worldviews, Church History, and Family Life, and create a paradigm for the development and presentation of social studies courses within the Bible curriculum. The course design will also emphasize teaching strategies and accurate instructional assessment. Students will partner with public and private school Bible teachers, for reference and resource, to develop a high school social studies course.

SOCIAL SCIENCE

SOC 0100 College Study Skills (3)
Fall and Spring Semesters

A course designed especially for freshmen to help them better prepare for the academic challenges of college life. Special attention will be given to time management, and the course will make use of materials from other courses the student is taking. Credit does not count toward graduation. The course is required of all students who enter CIU on academic probation.

SOC 1100 Personal Skills for College Success (1)
Fall Semester

An orientation for incoming undergraduate students at CIU intended to address first year issues such as general time management, personal finances, self-esteem, personal family reflection, and personal spiritual disciplines. Students are also invited onto a multiple year journey of spiritual formation in community with goals of maturity, transparency, worship, and service. "The Journey" continues throughout the college experience supervised by Student Life.

SOC 3510 Contemporary Social Issues (3)
TBA

A seminar course on social issues currently discussed in news media and illuminated by a biblical perspective developed through mutual insights.

SOC 3740 Marriage and Family (3)
Fall Semester

A study of the patterns of marriage and family life. Issues of courtship, choice of a mate, engagement, the marital adjustment, parenting, divorce, and the development of problem solving skills will be addressed biblically and sociologically. This course will include personal application as well as training that will enable the student to communicate effectively to others about marriage/family issues.

SOC 3950 Faculty Directed Study in Sociology (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

SOC 4610 Race in American Society (3)
TBA

A historical and sociological study of race in the American context. The course will examine biblical teaching on race, explore the realities and effects of racial prejudice and discrimination, and examine the current situation of African-Americans in American society. The course will also explore biblical responses that Christians and Christian churches can make to the evils that accompany racism.

SPANISH

SPA 2110 Spanish 1 (3)
Fall Semester

Elementary Spanish 1 is a basic communicative Spanish course which integrates all four language skills (listening, speaking, reading, and writing) with an emphasis on building key vocabulary, grammar knowledge, Spanish language functions, pronunciation, and the development of overall communicative competence.

SPA 2120 Spanish 2 (3)
Spring Semester

Elementary Spanish 2 is a basic communicative Spanish course which integrates all four language skills (listening, speaking, reading, and writing) with an emphasis on building key vocabulary, grammar knowledge, Spanish language functions, and the development of basic communicative competence.

Prerequisite: SPA 2110 or approval of instructor.

SPA 2130 Spanish Language Intensive (6)
Summer

An intensive language acquisition of first year Spanish reflecting the elements normally covered in Spanish 1 and Spanish 2. In addition to classroom instruction, students interact with native speakers in an immersion process within an appropriate cultural setting.

THEOLOGY

THE 2110 Survey of Bible Doctrine (3)
Spring Semester, IDL

A survey of the great theological truths of the Scriptures, focusing on the basic doctrine necessary for a Christian worldview: revelation, authority, Scripture, God, humanity, sin, Christ, salvation, Holy Spirit, church, future events.

THE 3301 Theology 1: God, Christ, Spirit (3)
Fall Semester

The first half of an examination of the theological truths of the Bible, with an emphasis on the basic doctrines necessary for a Christian worldview. The doctrinal teaching of the Bible is supplemented with insights from the theological reflections of the church throughout its history and from contemporary theological discussions. The topics covered in this course include: the authority and inspiration of Scripture, the attributes and work of God, the person and work of Christ, and the person and work of the Holy Spirit. The course seeks to help students grow in their knowledge of God and understand how that knowledge is based on God's revelation in His Word.

THE 3302 Theology 2: Sin and Salvation (3)
Spring Semester

The second half of an examination of the theological truths of the Bible, with an emphasis on the basic doctrines necessary for a Christian worldview. The doctrinal teaching of the Bible is supplemented with insights from the theological reflections of

the church throughout its history and from contemporary theological discussions. The topics covered in this course include: the benefits of salvation, the role of the church, and the doctrine of last things. The course seeks to help students understand the greatness of their salvation, as well as how that salvation places them into a community of believers and how it relates to God's plan for the end of history.

THE 3700 Introduction to Apologetics (3)
Spring Semester

A course to prepare students to defend the Christian faith in a loving manner. We study the dominant Western worldview and seek to penetrate it with a biblical alternative. Major attention is given to the questions that Christians and non-Christians ask regarding the validity of biblical revelation, and evidence is presented to support the biblical revelation.

THE 3710 New Religious Movements and Christian Cults (3)

TBA

A survey of the more important pseudo-Christian cults — those groups claiming to be Christian but deviating in one or more major doctrines from historic orthodox biblical Christianity. The history, beliefs, practices, refutation of cultic errors, and methods of witnessing to the cultists will be presented.

THE 3800 Theology of Leadership (3)
TBA

An analysis of the qualities and practices of the effective leaders in Scripture. Models of application will be devised based on principles of leadership in Scripture and other related literature.

THE 3950 Faculty Directed Study in Theology (1-6)
Upon Request

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

THE 4110 Senior Doctrine Seminar (1)
TBA

A course in which students demonstrate and refine their ability to articulate major principles of biblical orthodoxy and personal doctrinal convictions through answering a comprehensive doctrinal questionnaire.

THE 4140 Ethics and Sanctification (3)
Fall Semester, IDL

A systematic study of God's revelation of ideal conduct in personal and social relationships, of God's plan and provision for reaching that ideal, and man's responsibility in appropriating God's provision. A practical study of contemporary ethical problems and specifics of Christian living is included. Prerequisites: BIB 1110, BIB 1120.

THE 4700 Advanced Christian Apologetics (3)
Fall Semester

A study of the principles involved in the science of apologetics. The course examines the reasonableness of the evidence for Christian faith, with emphasis placed on the major approaches taken in apologetics and basic considerations of each.

YOUTH MINISTRY

YOU 2110 Foundations of Youth Ministry (3)
Spring Semester

This course is an introduction to ministering to youth in today's culture. Students will study the fundamentals of youth ministry in a variety of settings. An overview of adolescent development and a survey of careers in youth ministry will be included.

YOU 3110 Issues in Contemporary Youth Culture (3)
Fall Semester

An in-depth look inside the world of today's youth to examine the questions they are asking, dealing with such subjects as parents, self-image, friendships, peer pressure, music, love, sex, dating, abuse, drugs and teen violence. Emphasis is placed on addressing these issues from a biblical perspective, thus equipping students to speak, teach, and counsel youth and families concerning the felt needs they are experiencing.

YOU 3130 Communicating to Youth (3)
Fall Semester

A course designed to equip students with necessary skills for effective speaking to the youth culture. Using the "SCORRE" method, class participants will practice giving expository talks that relate to the developmental needs of junior and senior high students and collegians.

YOU 3410 Evangelizing and Discipling Youth (3)
Spring Semester

A course that equips students in the principles and practice of discipling a young person to know God and make Him known. It provides a specific look at adolescent Christian life as it pertains to the facilitation of maturing leaders in youth organizations. Students will review various models, strategies, and programs that target teens and collegians in a ministry of discipling. Concurrent registration with YOU 3411 is required.

YOU 3411 Evangelizing and Discipling Youth Experience (1)

Spring Semester

This course is the experiential component to YOU 3410 Evangelizing and Discipling Youth. Students will disciple teenagers.

YOU 3710 Counseling Youth And Families (3)
Fall and Spring Semesters

A course designed to prepare youth workers to meet the counseling needs of adolescents, specifically in the areas of parent-teen relationships, anxiety, anger, suicide, substance abuse, and other pertinent adolescent problems. The course will give a framework for utilizing a family systems model, plus offer practical techniques and principles of counseling.

YOU 3800 Cross-Cultural Youth Ministry (3)
Spring Semester

A survey of youth ministry approaches in different cultures worldwide. Students will explore the cross-cultural ministry principles most essential to youth ministry. They will also develop a culture-specific youth ministry vision, strategy, and program.

YOU 3888 Mobilizing Youth for Missions Study Tour (3) Summer Studies

A course designed to capitalize on the growing interest of youth in world evangelization. The course equips the class to mobilize youth groups for missions. Primary focus is placed on the effectiveness of utilizing, designing, and implementing a short-term mission trip. Home and overseas missions strategies will be examined for calling young people to be change agents. This course is offered in a mission trip format, and students raise their financial support. Prerequisite: YOU 4800 or with consent of instructor.

YOU 3910 Youth Ministry Practicum (3-6)

The practicum is designed to expose a student to a particular youth ministry for the purpose of learning as much as possible about that ministry, its purpose, setting, scope, type, and training requirements of personnel, and the student's interest, passion, and readiness for such ministry. The student may be involved in observation, entry-level tasks or in some skilled tasks, or a combination of these. Registration for this course must be approved by the Youth Ministry Coordinator for internships and practica. One semester hour of academic credit will be given for 50 on-site hours of ministry exposure up to a maximum of six hours credit. Prerequisite: Completion of 30 semester hours in the bachelor's degree program.

YOU 3950 Faculty Directed Study (1-6) in Youth Ministry**Upon Request**

An independent study available to juniors and seniors by special arrangement with instructor. Consult with academic advisor.

YOU 4310 Strategy for Youth Ministry (3) Spring Semester

A study of various targets, tactics, and principles for effective youth ministry including understanding the dynamics of leadership development, recognizing stages of leadership, discovering their style of leadership, and crafting a ministry mission statement. Each student will minister to youth and evaluate ministries throughout the semester plus assume major leadership responsibilities for the annual Columbia (Youth) Conference. Concurrent registration with YOU 4411 required.

YOU 4411 Strategy for Youth Ministry Experience (1) Spring Semester

This course is the experiential component to YOU 4310 Strategy for Youth Ministry. Students will minister to youth throughout the semester in the context of a local youth ministry. Concurrent registration with YOU 4310 is required.

YOU 4400 Field Education in Youth Ministry (1) Fall and Spring Semesters, Summer Studies

Field Education experiences within the discipline providing opportunity for the upperclassmen to gain competency and confidence within the profession. Experiential learning requirements defined by major and assessed by program faculty in coordination with the Field Education Office.

YOU 4410 Programming for Youth Ministry (3) Fall Semester

A course that prepares students for the daily "nuts and bolts" ministry to junior high, senior high and college students. Topics examined will focus on organization of one's ministry, the leader's personal life and schedule, building a team ministry, and how to organize and lead retreats and camp experiences.

YOU 4600 Applied Youth Ministry Leadership (3) Fall Semester

An exploration in principles and experience of the biblical foundations, contemporary expressions, and soft skills of effective leadership. The course features training in character development, problem solving, group relational navigation, conflict/emergency management, non-verbal assessments, and coping with weaknesses, failure and limitations.

YOU 4610 Outdoor/Recreational Leadership (3) Spring Semester

A course that introduces students to the values of structured, recreational activity for churches and parachurch organizations. The course includes practical experience in participating in and leading outdoor and recreational activities.

YOU 4620 Advanced Outdoor Leadership (3) As Needed

In this course the students will synthesis and state, from all previous study and experience in the Outdoor Leadership Minor, a biblical theology of Christian maturation through the experiential mediums of the outdoors and frontier missions. Based upon this theology the student will then develop and lead in the field and educational/training system (methodology/approach).

YOU 4930 Youth Ministry Internship (3-6)

The internship is a highly supervised, preliminary training experience in a local church or parachurch setting. Students will receive "hands-on" experience as a way of discovering or honing their ministry skills and encountering the reality of vocational work away from a Bible college setting. This requirement is normally met during the summer, but can be completed during the fall or spring semester if the student is not registered as a full-time student. Registration for this course must be approved by the Youth Ministries Coordinator for internships and practicum. One semester hour of academic credit will be given for 50 on-site hours of ministry exposure up to a maximum of six hours credit. Prerequisites: Completion of 90 semester hours in the bachelor's degree program (usually completed following junior year).



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STEVE AULD

**Assistant Academic Dean,
Teacher Education Program Director**
Education, Bible Teaching



Steve was born and reared in Columbia, S.C. He graduated from CIU and moved to North Carolina to teach Bible in a public school. He also taught Bible in public schools in Liberia, West Africa, where he served as a missionary with SIM. He met his wife in Liberia, and his first child was born there. After leaving Liberia, Steve worked as a headmaster of a school on the Eastern Shore of Maryland. Steve considers teaching students to be Bible teachers a great blessing and privilege. He is also enjoying living in South Carolina again. Steve is an avid runner and also enjoys watching his children play sports.

B.S., Columbia Bible College; M.Ed., Reformed Theological Seminary; additional study, Wilmington College; Ph.D. Candidate, University of South Carolina; teacher, Kannapolis Public School System, Kannapolis, N.C., 1976-79; teacher, Monrovia Public Schools, Monrovia, Liberia, West Africa, 1980-85; teacher, administrator, Grace Brethren Christian Schools, Clinton, Md., 1985-89; headmaster, Salisbury Christian School, Salisbury, Md., 1989-96; teacher, Chapelgate Christian Academy, Marriottsville, Md., 1996-97. 1997

STEVE BAARENDS

English Minor Program Coordinator
English, Humanities

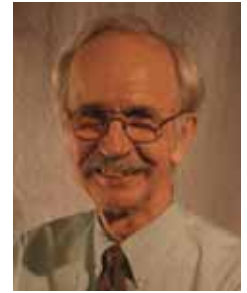


Steve grew up in Vienna, Austria. Before joining CIU's faculty in 2001, he studied comparative literature and art history at Indiana University and taught missionary kids at Black Forest Academy in Germany. He enjoys reading literature and anything related to the Puritans. His other favorite hobbies include soccer, travel, art museums, hiking, skiing, and washing dishes after meals at home. Steve met his wife Sara at Black Forest Academy. They welcomed their first child, Abigail, into the family in the fall of 2003. Steve's passion for students is that as they submit to the authority of God's Word, and see no conflict in the Christian life between an enflamed heart for God and a disciplined, culture-engaging mind.

B.A., Taylor University; M.A. (Art History), M.A. (Comparative Literature), Indiana University; Ph.D. Candidate, University of South Carolina; adjunct faculty, Taylor University, 1996; missionary and teacher, Black Forest Academy, Germany, 1996-99; teacher, Lighthouse Christian Academy, Bloomington, Ind., 2000-2001. 2001

CLIFFORD H. BEDELL

Bible, Intercultural Studies



Cliff is an urban person — the two great cities in his life have been New York and Manila. His bent toward teaching was not immediately apparent to him but something that developed in the midst of a busy missionary career in the Philippines, something that was honed at Febias College of Bible and Asian Theological Seminary. The pursuit of truth is his enthusiasm, and the love of sharing that truth is the focusing power of his life. His interests lie in the background, language, and content of the New Testament and in communication across cultural boundaries. Family is another passion. He and his wife Prue have five married children and 17 grandchildren. His hobbies include canoeing and swimming.

Diploma, Providence Bible Institute; B.A., M.A., Wheaton College; M.A., University of Georgia; additional study, University of South Carolina; fellow of National Endowment for the Humanities at Northwestern University, summer of 1976; missionary, language and orientation supervisor, Far Eastern Gospel Crusade (now SEND International), 1956-72; instructor, Febias College of Bible, 1968-72; adjunct faculty, Asian Theological Seminary, 1970-72. 1973

PATRICK A. BLEWETT

Academic Dean
Ministry and Education



Dr. Blewett brings a diverse set of ministry experiences and training to CIU along with gifting as an academic administrator. In addition to his 10 years of academic administration in Bible college settings and leadership roles within the Association for Biblical Higher Education, he also brings 15 years of pastoral experience serving in churches from 300 to 3,000 in size, not to mention serving in church leadership for 10 years without being "paid staff." His passion for ministry, his love of the college age student, his practical wisdom rooted in the Word, and his breadth of life experience walking with God for 40 years makes him an approachable mentor and model to many students on campus.

B.A., Montana Institute of the Bible; M.A., M.Div., D.Min., Western Conservative Baptist Seminary; Ph.D., University of Idaho; Jerusalem University College; Pastoral experience in Iowa, Wyoming, and Idaho (1982-1996); Volunteer chaplaincy experience (1984-1990); Assistant to the President, Big Sky Bible College, Montana (1981-82); Instructor, Cole Center for Biblical Studies, Idaho (1990-1996); Dean and Academic Vice President, Grace University, Nebraska (1996-2005). 2005

ANITA J. COOPER
Bible Teaching Program Director
 Bible Teaching, Psychology



Dr. Cooper directs the Bible Teaching program, a program specifically designed to prepare students to teach the Bible in a school setting. Before coming to CIU, she taught Bible in the public schools in Tennessee and West Virginia in grades K-12. Since joining the CIU team in 1985, she has challenged her students to cultivate a passion for teaching the Bible for "heart and mind." She teaches courses in Bible, Bible teaching, education and psychology in Romania and Ukraine, as well as at CIU. You may find her gardening, reading, playing racquetball, woodworking or meditating at a coffee shop when she is not engaged in her love of teaching or hanging out with students.

B.S., Columbia Bible College; M.Ed., Reformed Theological Seminary; Ph.D., University of South Carolina; advanced biblical studies, Reformed Theological Seminary and CIU; teacher, Hamilton County Public Schools, Chattanooga, Tenn., 1975-77; teacher, Mercer County Public Schools, Bluefield, W.Va., 1977-85. 1985

JOHN CRUTCHFIELD
Middle Eastern Studies
Program Director
 Bible, Hebrew, Hermeneutics



John grew up in the suburbs of Cleveland, Ohio, and enjoys being outside in cold weather. As a kid in the '70s, he played ice hockey and watched the Browns and Indians lose a lot of games. As a college student, he traveled extensively in Europe and Israel. He counseled troubled youth for the Hamilton County Juvenile Court in Cincinnati, Ohio, for five years before pastoring churches in suburban Cincinnati and in Ohio farm country. As professor of Bible, John is passionate about attaching young people to God as their primary source of self-image, security, fulfillment, and purpose in life. He believes all of life should be lived with joyful passion to the glory of God. He enjoys studying, taking long walks, and spending time with his wife and four children.

Certificate, Torchbearer Schools, Capernwray Hall, England and Tauernhof, Austria; B.A., Columbia Bible College; M.A., Columbia Biblical Seminary and Graduate School of Missions; M.Div., Trinity Evangelical Divinity School; Israel Study Tour, 1990; M.Phil., D.Phil., Hebrew Union College–Jewish Institute of Religion, Cincinnati, Ohio; pastor, Christ Evangelical Free Church, Cincinnati, Ohio, 1996-1998; pastor, Fairhaven Community Church, Camden, Ohio, 1998-2001; instructor in Old Testament, New Life Bible College, Moscow, Russia, 2000. 2001

DANIEL F. DELOZIER
Professional Studies Division Chair
Communication Program Director
 Communication



Dan's passion for "Communicating Christ Creatively" is seen in his life, ministry and family. As the chairman of the communication program, his desire is to incorporate technology into the communication process in such a way that it is not obtrusive or distracting from the message. Building on his past experience as the director of communication at Lancaster Bible College, and his current ministry role as minister of communication at Gateway Baptist Church, Dan continues to pursue the challenges associated with the evolution of technology and its impact on the world and the Word of God.

B.S., Lancaster Bible College; M.S., Temple University; Ed.D., Temple University; director of communications, Lancaster Bible College, 1982-89; pastor of ministries, Faith Bible Fellowship Church, Lancaster, Pa., 1990-95; minister of communication, Gateway Baptist Church 1996-2003. 1995

STEPHEN H. FARRA
Psychology Program Director
 Psychology



Dr. Farra grew up in a missionary family before attending Wheaton College and Graduate School. At Wheaton, Dr. Farra met his wife Sharon. After graduating with his master's degree, he taught psychology courses, coached cross-country, and served as the pastor of a small church in Minnesota while concurrently completing his Ph.D. at the University of Minnesota. He and his growing family moved even further north to the Brainerd Lakes area, where he directed two mental health clinics, one of them a medical center, before moving to South Carolina to join the faculty of CIU. Dr. Farra and Sharon have been blessed with six children; two are graduates of CIU. Besides the study of human psychology, Dr. Farra loves pulpit ministry, community service, distance running and deep-sea fishing.

B.A., Wheaton College; M.A., Wheaton College; Ph.D., University of Minnesota; associate professor of psychology and cross-country coach, Northwestern College, 1975-85; founder/therapist/operational director, Christian Counseling and Reconciliation Service, 1985-95; supervising psychologist, Center Lakes Medical Center, Crosby, Minn., 1991-95; court-appointed examiner, Cass County, Minn., 1991-95. 1995

GLENN GENTRY
General Education Division Chair
 Philosophy and Apologetics



Glenn is a thinker! He models what he challenges students to do: think logically and act consistently. In addition to teaching philosophy, logic, and ethics at the community college level and at the university level before joining the CIU faculty, Glenn served for five years in Botswana, Africa developing leaders for the church. One thing he is an egghead, his construction and carpentry skills are excellent. Glenn and his wife have four children.

B.S., Multnomah Bible College; M.A., Ph.D., Baylor University, Texas. Missionary with African Evangelical Fellowship in Botswana, 1988-1992; instructor in philosophy, McLennan Comm. College, 2002-2004; fellowship at Baylor University, 2003-2005; local church ministry, Halfway, Ore., 1993-1998; 2005

JULIAN "HULE" GODDARD
Outdoor Leadership Minor
Program Coordinator
 Youth Ministry



Hule's passion is the marvels of Christ-like transformation brought into our lives, families, and communities by the Holy Spirit. With this transformation as his goal, Hule focuses his teaching and mentoring on more experiential modes for learning. Thus, the wilderness, mission trips, field education, and hands-on experiences are the medium/classrooms for his courses at CIU. Hule and his wife Loretta (one of the nurses at CIU) have two daughters, Sarah and Julianne (both CIU students). The Goddards enjoy travel, the beach, and backpacking as a family.

B.A., Oral Roberts University; M.A., Asbury Theological Seminary; doctoral studies, Columbia International University; associate pastor/youth pastor, New Albany United Methodist Church, New Albany, Miss., 1975-80; spiritual life director/counselor, Tyler Street Christian Academy, Dallas, Tex., 1980-84; youth minister, Tyler Street United Methodist Church, Dallas, Tex., 1980-84; youth minister, Wilmore United Methodist Church, Wilmore, Ky., 1984-95; part-time faculty in youth ministry, Asbury College, 1986-98; adjunct faculty, Asbury Theological Seminary, 1986-98; youth evangelist/speaker, Francis Asbury Society, 1993-97; youth speaker and missions trip leader, GO International, 1998. 1998

KAREN GRANT
 Youth Ministry



As long as Karen can remember she has wanted to minister to youth and young adults. God has been able to use this passion in a variety of settings including colleges, summer camps, church youth groups, and short-term mission experiences in South Africa, the Dominican Republic, and Honduras. Karen's hobbies include participating in and watching sporting events, gardening and dog obedience training.

B.A., California State University, Chico; M.A., California State University, Stanislaus; Bible Certificate, Columbia International University; M.A., The Graduate School of Moody Bible Institute; director of student activities and the student union, California State University, 1982-1994; senior high women's director, First Evangelical Free Church, Rockford, Ill., 1994-2001; interim junior high director, First Evangelical Free Church, Rockford, Ill., 1998-99. 2001.

WILLIAM LINDSAY HISLOP
 Literature, English



Lindsay Hislop was raised in southern Scotland and southern Ontario and now lives in the southern United States. He worked in the engineering field for 15 years (mostly in Canada) before pursuing an academic career. He serves as an elder in his church, where he teaches regularly and preaches sometimes. He is married to a wonderful wife Pam and has two terrific children, Holly, who lives in Canada, and Doug, who lives in Columbia. His four grandchildren, Isaac, Madeline, Lindsay, and Dolan, are also pretty special. He likes doing carpentry and odd jobs around the house.

B.A., Columbia Bible College; M.A., Ph.D., University of South Carolina; teaching assistant, University of South Carolina, 1982-83; faculty member, Columbia Bible College, 1983-1992; faculty member, Columbia International University Seminary & School of Missions, 1992-present. 1983

MICHAEL JAMES
Business and Organizational
Leadership Program Coordinator

Mr. James is an Englishman who has spent nearly 30 years serving bi-vocationally in France. He has been active in church planting, but equally important, he has been a business executive with an international technology firm serving as chief financial officer, coordinator for acquisition and mergers, and a host of other responsibilities. As a Cambridge graduate, he has taught business and math-related coursework at the professional development and academic level.

B.A., M.A., Gonville & Caius College, Cambridge University, England; additional studies London Bible College, England; additional business development programs in France. Instructor in mathematics and computing at Leeds Metro University, England, 1966-1975; Accountant, manager, senior corporate management, BULL in France 1974-2002; non-profit corporate management with AEEI in France 2003-2007. 2007



JOHN "JACK" LAYMAN
Humanities Program Director
Bible, Social Studies, Education

Jack Layman was raised in a non-Christian, non-religious family in Philadelphia and came to Christ during an Inter-Varsity conference at the end of his freshman year. After receiving his M.Div. from Columbia Bible College and Seminary, he worked 10 years in Kenya among Hindus, Muslims and Sikhs from India and Pakistan. He returned to the United States as headmaster at Ben Lippen School, at that time a boarding school in Asheville, N.C., specializing in educating children of missionaries. He later joined the CIU faculty in 1983. His hobbies include reading, walking, hiking, sports and travel. He and his wife Liz were married in 1955 and have eight children.

B.B.A., Westminster College; M.Div., Columbia Bible College & Seminary; M.Ed., Western Carolina University; Ph.D., University of South Carolina; additional study, Temple University; teacher, Ben Lippen School, Asheville, N.C., 1956-58; teacher, Columbia Christian School 1958-59; teacher, Sun Valley High School, Chester, Pa, 1960-61; missionary to Kenya, Africa, 1961-71; headmaster, Ben Lippen School, Asheville, N.C., 1971-83; summer faculty, International Institute of Christian School Administrators, 1978-present. 1983



JOE LETEXIER
TEFL Minor Program Coordinator
Intercultural Studies/TEFL

Joe is a native of northwest Minnesota who enjoys the game of ice hockey and playing the guitar. He met his wife Susana, a native of Spain, while serving there as a missionary in 1991. Joe and his wife are fluent in both English and Spanish, and are raising their children in a bilingual home. Ministering the gospel of Jesus Christ to the ends of the earth is the driving passion in Joe's life. One of the favorite parts of his job is preparing ICS and TEFL interns to teach and minister in a wide variety of cross-cultural settings, both in the United States and abroad. As an instructor in TEFL and linguistics courses, he desires to facilitate the growth of his students not only as educators, but also as future bi-vocational missionaries and Bible translators.

B.A., Crown College; M.A., Columbia International University; M.Div., Columbia Biblical Seminary; Church-planting missionary, Spain, 1993; summer ESL teacher and program supervisor, Richland 1 Public School Adult Basic Education, Columbia, S.C., 1996-present; Spanish Court Interpreter, U.S. Federal Court, 2002-present; Teaching Fellow, Columbia Biblical Seminary, 1996-2002; resident adjunct faculty, CIU Undergraduate School, 2000-2002; resident faculty, CIU Undergraduate School, 2002-present. 1996



ROD LEWIS
Music

Dr. Rod believes that as a Christian he is called to use his music in three ways: to worship, to reach non-believers with the gospel and to encourage other believers. The desire to participate in all these areas has led him to simultaneously explore diverse musical paths.

Dr. Rod recognizes that the art of learning, creating, and making music is a parable for life, and specifically, the Christian life. He finds it difficult to separate music and art from any aspect of life; therefore, it is an expression of his relationship with Christ, a tool for evangelism, and an offering back to the Giver. As a teacher, his desire is to show students that music can be effective in all these areas and that there need not be a dichotomy between the Christian and secular aspects of life, or between calling and vocation.

B.A. in Music Education, Alderson Broaddus College; M.M. in Guitar Performance, University of South Carolina; D.M.A. in Guitar Performance, University of South Carolina; studio guitarist, Harvest Gospel Studio, 1985; teacher, Greencastle Antrim High School, 1986-88; private guitar lessons, 1981-present. 1990



CHRISTOPHER LITTLE
Intercultural Studies

Dr. Little arrived from Amman, Jordan to join the faculty of Columbia International University where he was teaching Arab Christians about the Great Commission where proselytization is considered criminal behavior. He also has international experience in Mozambique and Kenya; plus he served for a time at Operation Mobilization in Europe assisting George Verwer. He is a critical thinker and theologian who loves to strip away cultural trappings in order to apply the principles of the Word to various cultural settings. He is not afraid to ask the hard questions about the intercultural nature of the body of Christ.



B.S., University of Southern California; M.Div., Talbot Theological Seminary; Th.M., Ph.D., Fuller Theological Seminary. Campus Crusade for Christ worker and College/Career Pastor, 1982-87; Team Leader and Personal Assistant to George Verwer with Operational Mobilization, 1988-1989; Missionary in Mozambique to the Makhuwa tribe with Africa Inland Mission Int., 1990-1999; Director of International Ministries, World Mission Associates, 2000-2004; and Assistant Professor of Missiology, Jordan Evangelical Theological Seminary, 2004-2006. 2006

ANDRE MELVIN
Assistant Dean for Ministry
Skills Development
Field Education

The Rev. Andre Melvin has worked for several years in our Ministry Skills Development office, and he has been active in pastoral ministry in the Columbia metro area. He has a passion for evangelism and for Bible teaching. He understands the practical aspects of ministry skills and coaches a significant team involved in the discipleship process related to ministry skills on the college campus.



B.A., Carver Bible College; M.Div., Columbia International University Seminary & School of Missions. Pastoral staff ministry in the Atlanta area and in Columbia (1998-present). 2004.

KEVIN MCWILLIAMS
Intercultural Studies
Program Director
Bible, Intercultural Studies

Having grown up in Ohio, Kevin has spent his adult life thawing out in Florida, the West Indies, and South Carolina. His ministry has included discipling some awesome young people as a youth pastor in Orlando, Fla., helping churches in the West Indies to train their leaders, and church planting back in Orlando. Seeing believers nurtured and equipped for life and ministry is what gets him up in the morning. Kevin's favorite people are his wife Lanie and their three kids, Julie, Kenny and Danny. He enjoys writing music, playing guitar, leading folks in worship, and reading. He loves Jesus and the privilege of serving Him at CIU.



B.A., Columbia Bible College; M.A., Columbia Biblical Seminary and Graduate School of Missions; D.Min. Candidate, Trinity Evangelical Divinity School, Trinity International University. assistant pastor, Westwood Alliance Chapel, Orlando, Fla., 1979-81; missionary, president, TREQ Ministries International, 1985-92; pastor, Southwest Community Alliance Church, Orlando, Fla., 1993-96; worship leader, Sandhills Community Church, 1999-present. 1996

DAVID OLSHINE
Youth Ministry Program Director
Youth Ministry

David Olshine's heart is to evangelize and disciple the youth culture. Raised in a Jewish family, David's world was rocked by his parents' divorce. During a time of turbulence in his teen years involving drugs and rebellion, David came to know Jesus as his Messiah. Ever since, David's desire has been to help seekers find Christ and train youth and youth workers to reach the next generation. A family man, David has two children, Rachel and Andrew, and married "out of his league" by finding and keeping Rhonda. As director of the Youth Ministry program, David gets very excited about teaching, mentoring and speaking to youth. He has authored or co-authored over 18 books. An avid sports fan, David loves to play basketball and tennis and to jog. He is constantly on the hunt for the best Buffalo wings, artichoke/spinach dip, and clam chowder as he travels the United States.



B.G.S., Ohio University; M.Div., Asbury Theological Seminary; D.Min., Eastern Baptist Seminary; associate pastor - youth ministries, Groesbeck United Methodist Church, 1980-84; senior pastor, Central Avenue United Methodist Church, Athens, Ohio, 1984-90; minister of youth, First United Methodist Church, Tulsa, Okla., 1990-93. 1993

TERRY D. POWELL
Family and Church Education
Program Director
 Family and Church Education



Terry is a North Carolina native who enjoys vacations in the N.C. mountains as a respite from Columbia's summer heat. His hobbies include reading historical novels, weight lifting (integral to weight control), and writing poetry to family and friends. Though he writes books and articles for publications, his wife Dolly remains his primary claim to fame. His sons are John Mark (English major graduate from the College of Charleston), and Stephen (serving as an Olympic weightlifting coach in Savannah, Ga.). Each year Terry volunteers his time and gifts for a couple of overseas mission trips, where he trains national leaders on practical aspects of ministry. He also enjoys holding cats in his lap, watching "cops and robbers" T.V. programs, and reading the comics pages (especially Garfield and The Far Side). He played on the baseball team for two colleges — a left-handed pitcher — but now finds baseball boring. Terry insists that he doesn't teach classes, courses, or lessons; instead, he teaches people.

B.A., Carson-Newman College; M.A., Wheaton College (Communications); M.A., Wheaton College (Christian Education); Ph.D., Trinity Evangelical Divinity School; free lance writing, 1971 to present; teacher, Southeastern Bible College, 1975-76; Christian education director, Devington Baptist Church, Indianapolis, Ind., 1976-78; seminar teacher and writer, Baptist General Conference, 1979-81; adult education director, Cornerstone Presbyterian Church, 1991-96. 1981

KEN RIFE
Communication/Video



Ken brings a unique blend of academic training in film along with over 20 years of film-making experience specifically within ministry settings. He served with the media operation of Campus Crusade for Christ, and most recently directed a media production ministry called Starshell Media Ministries. He is excited about mentoring the next generation of videographers to "communicate Christ creatively."

A.A., Southwest Virginia Community College; B.A. Radford University; M.A., Regent University, Virginia. Media staff with CCCI, 1980-1999; Starshell Media, 2000-present. 2007

ANDRE ROGERS
Pastoral Ministries Program Director
 Bible, Theology, Pastoral Ministry



Passionate preaching and teaching are the skills that have defined the aspirations of Professor Andre Maurice Rogers through his life. He has sharpened these skills through his dedication to academic success at both CIU and Dallas Theological Seminary. With a Certificate of Ordination from the Gethsemane Baptist Association and recognition from the Who's Who Among Students in American Universities and Colleges, Andre has put his academic training into practical use as pastor of the Church of the Open Door in Columbia, S.C. He is currently working toward his doctorate of ministries at CIU. Andre enjoys life with his family, and his hobbies include itinerate speaking, evangelism, and playing musical instruments.

B.A., Columbia Bible College; Th.M., Dallas Theological Seminary; additional study, Carolina Bible College; D.Min. Candidate, Columbia Theological Seminary. associate pastor, Brookland Baptist Church, West Columbia, S.C., 1993-95; assistant minister and director of youth ministries, New Hope Baptist Church, Dallas, Texas, 1995-99; pastor, Church of the Open Door, Columbia, S.C., 1999-present. 1999

MARK WENGER
Applied English Program
Coordinator
 English



Raised by missionary parents in Costa Rica and Mexico, Mark grew up speaking English and Spanish and developed an abiding fascination with languages. Over the years he has studied Chinese, Korean, and, most recently, Hebrew. He and his wife — raised as an MK in Zimbabwe — served for two years in Seoul, Korea, as teachers in a Korean missionary training institution and were preparing to go to a similar work in Argentina before God called them to serve at CIU as trainers of cross-cultural witnesses of Christ Jesus. The Wengers devote their time to raising their four young children, and they love to host people in their home (Mark cooks a mean Korean barbecue).

B.A., University of South Carolina; M.A., Columbia International University; director, International Friendship English Program, Columbia, S.C., 1991-93; adjunct faculty, Columbia Bible College and Seminary, 1992-93; adjunct faculty, English Program for Internationals, University of South Carolina, 1993-94; faculty, Columbia Bible College, 1993-94; missionary, Mission to the World, 1995-99; director, Summer English Program, Ben Lippen High School, 1995; teacher and director of Chinese Student Program, Ben Lippen High School, 1996; adjunct faculty, Columbia International University, 1999-2001. 2001

JOEL WILLIAMS
Biblical Studies Division Chair,
Biblical Languages
Program Director
Bible, Greek



Joel enjoys studying the Bible. It is his vocation, his hobby, and his ambition. He also desires to help students develop the necessary skills for digging into the Bible for themselves, so that they can have a fresh encounter with God's Word. He loves to spend time with his wife Becky and three children Anna, Matthew, and Luke. Like everyone else who grows up in Wisconsin, he is a serious fan of the Green Bay Packers.

B.A. Moody Bible Institute; Th.M., Dallas Theological Seminary; Ph.D., Marquette University; additional study, University of Wisconsin - Parkside; pastor, Calvary Bible Church, West Allis, Wis., 1988-89; assistant professor of New Testament Studies, Dallas Theological Seminary, 1989-92; assistant professor of New Testament, Grace Theological Seminary, 1992-93. 1993

Adjunct Faculty

CORRINE BARBIAN

Psychology

Mrs. Barbian serves as an adjunct professor in the Psychology program. In addition to supervising student practicum, she also teaches group and individual dynamics. She is an excellent speaker and counselor.

B.S., Chapman University; M.A., California Family Study Center. Counselor in clinical and private practice in California 1994-1998; Private practice in South Carolina, 200-present; CISM Debriefing Team member, South Carolina Law Enforcement Division, 2001-present. 2002

BRYAN E. BEYER

Bible, Hebrew

Bryan came to CIU in 1985 to teach Bible. He served as academic dean of the Bible College from 1994 to 2001 and as CIU's dean of students until 2004. Bryan enjoys the outdoors, as well as spending time with his family. Indeed, Bryan's desire to impact the lives of students is what gets him up in the morning! His primary responsibility on campus is focused at the seminary, but he loves to return to the undergraduate program to teach Bible and Hebrew.

B.A., Colorado State University; M.Div., Denver Seminary; Ph.D., Hebrew Union College-Jewish Institute of Religion; instructor, Denver Seminary, 1978-80; pastor, Jonahs Run Baptist Church, Harveysburg, Ohio, 1984-85; Bible College faculty, Columbia International University, 1985-94; academic dean of the Bible College, Columbia International University, 1994-2001; Board of Directors, Jerusalem University College, 1994-present; dean of students, Columbia International University, 2001-present. 1985

HELEN BOEN

Teacher Education

Mrs. Helen Boen is a Christian educator and administrator who has served for many years within the Christian School Movement and is well known throughout the Southeastern United States. Her primary responsibility is coordinating the curriculum at Ben Lippen School. She also assists in the development of young Christian educators in the CIU classroom and on the Ben Lippen School campus. She helps students integrate theory and practice!

Undergraduate studies, Philadelphia College of Bible, Pennsylvania; BIOLA University, California; Inter-America University of Puerto Rico; B.A. California Lutheran College, California; M.A., San Diego State University, California; missionary and classroom teacher, 1972-1979; educational consulting business including interim school administrative roles, curriculum advising, and convention speaking, 1982-present. 2007

STEPHANIE BRYANT

Career Services

Stephanie started working at CIU in 1994. She has a passion for helping students succeed; and she has the skills to equip students for the transition into college as well as out of college and into the "real world." Her understanding of learning disabilities enhances her ability to help students find appropriate placement opportunities.

University of South Carolina; B.S., Southern Wesleyan University; M.Ed., Columbia International University. Level 1 training, National Institute of Learning Disabilities (NILD). Field Education staff position (1994-2000), supervisor (2000-2004), Career Planning and Placement (2004-present). 1994

RICHARD CHAMBERLAIN

Math

Richard not only knows math, he understands its application in the corporate world. Richard has a special ability to help students with a math phobia become successful in the classroom.

A.S., Charter Oak College; B.S., University of Kansas; M.Ed., The Citadel; M.A., Webster University. Production engineer and lab manager positions 1995-present. Math Teacher in South Carolina 1989-1995. 2005

CRAIG DUENSING

Musical Director for the Ambassadors

Music: Voice

Craig and his wife Jane are passionate about music. Craig has applied his training to both educational and church settings and is well respected in the region as a director and conductor.

B.S. in Ed., M.M.E., post graduate course work, University of South Carolina; postgraduate studies, Winthrop University. Music teacher in middle school and high school 1978-present. Fulbright Scholar in Japan, 2000. 2002

JANE DUENSING

Music: Voice

Jane Duensing is a native Sandlapper and loves South Carolina despite the hot and humid summers. She has been teaching voice in Columbia for 20 years. The opportunity to work one-on-one with singers who want to hone their skills for ministry is incredibly satisfying. Her teaching days are full of laughter, and her home is filled with activity that revolves around a musician husband and two children. Jane and her husband have a music ministry that has taken them all along the East Coast and to the Ukraine. She loves her church and is involved in teaching children's choir and adult discipleship classes. If she isn't working, you will find her by the pool or shopping in office supply stores.

B.M., M.M., Columbia College; voice instructor, CIU ensemble director, CIU, 1982-present; music associate, North Trenholm Baptist, 1985-1997; voice instructor, Musical Arts Studios, Columbia College, 1983-present; coordinator, Musical Arts Studios, Columbia College, 1995-present; voice instructor, Ben Lippen High School, 1995-present; concert ministry, Always Singing Jane Duensing, soloist and inspirational speaker in over 500 churches in nine states, Canada and Ukraine. 1998

GEOFFREY GRIFFITH

Inter-Cultural Studies

Geoffrey is a missionary statesman who desires to help the next generation of Intercultural Studies professionals develop wisdom before they move overseas. While he remains in leadership at SIM International near Charlotte, N.C., he drives to Columbia one semester each year in order to make a difference so that our students can truly know Christ and make Him known.

B.A., Eastern Washington State University; M.Div., D.Min., Western Conservative Baptist Seminary. Missionary in South Africa, 1977-1985; executive director, American Council, Africa Evangelical Fellowship, 1986-1997; Ethnic Focus ministry and missionary in India with SIM International, 1997-present.

JOAN HAVENS

Spanish

Joan's first love is ministry especially in the local church, but she loves to teach Spanish to those who want to learn. With the incredible growth in the Hispanic community, it seems only logical that a place like Columbia International University would be teaching this foreign language!

B.A. (Spanish), Fairleigh Dickinson University; M.A. (Spanish), University of California at Los Angeles; M.A., Columbia Biblical Seminary; Ph.D., Southwestern Baptist Theological Seminary. Instructor in Spanish Language, Texas Christian University and Southwestern Baptist Theological Seminary; high school Spanish teacher and English as Second Language in Paramus, New Jersey.

DEVIN HENSON

Math

Mr. Henson does not do puppets! He is a math instructor! He enjoys making math practical and helps students with math phobias to relax.

B.S., College of Charleston, South Carolina; M.S. University of South Carolina. Tutor and Graduate Assistant, 2001-2004; college level math instructor at USC, 2004-2006.

LACEY MARYE

Music — Piano

Lacey bring discipline and art to the piano seeking to inspire students to go beyond the minimums. Her ongoing training helps keep a healthy relationship between the musicians at CIU and the musicians at USC. She is active as a musician in her local church in Columbia.

B.Mus. Ed., University of Central Oklahoma; M.M., Oklahoma State University; doctoral studies in process, University of South Carolina. Graduate Assistant in Music, Oklahoma State University and University of South Carolina; elementary music teacher in Oklahoma, Texas, and Kansas, 1995-2000. 2005

DANIEL JANOSIK

Distance Learning & Media Development, Apologetics

Daniel has been referred to as a "Renaissance Man," because he tends to have his hands in so many areas. Aspiring to be a doctor, he began his studies as a pre-med student, but after becoming a Christian, he became discouraged with the evolutionary teaching in the sciences and pursued his love of literature and writing. After serving two years as a missionary in Japan with TEAM, Daniel returned to Virginia and married his wife Ann. In 1985, Daniel and his wife Ann left Virginia for South Carolina to prepare for mission work, and Daniel received his M.Div. from CIU in 1988. Since then Daniel has taught Bible and science at CIU and a few years at Ben Lippen High School. His teachings specialize in apologetics for the creation/evolution controversy and areas dealing with religions and cults. His research has culminated in the writing of two books in these areas. He delights in going to secular campuses and engaging people in discussions related to these topics through seminars and debates. At this time, Daniel serves as the faculty technology specialist with the Bible College, Graduate School and Seminary. Outside of school, Daniel enjoys playing golf, writing, building and fixing computers, and working on his daughter's tree house.

B.A., College of William and Mary; M.Div., Columbia Biblical Seminary and Graduate School of Missions; additional study, Old Dominion University; University of South Carolina; doctoral studies, London School of Theology; short-term missionary to Japan, 1978-80; biology and Bible teacher, Norfolk Christian High School, 1981-85; biology and Bible teacher, Ben Lippen School, 1990-2001. 1988

RONALD C. KROLL

Dean of Distance Education Center

Dr. Kroll provides leadership for distance education, online and independent learning, and extension sites. His background includes distance support services and technology training at one of the pioneers of non-traditional doctoral education, and two decades of experience in Christian ministry and Bible col-

lege service. A weekend carpenter and electrician, Ron always has a half-finished project around to keep him from a hobby in model railroading. Ron and his wife Kathy have a son and a daughter in college.

B.Mus., William Tyndale College; M.A., Eastern Michigan University; Ed.D., Nova University; church music director, 1979-80, 1982-84; interim pastor, 1991-92, dean of men, 1982-84, music department chair/assistant professor, 1984-89, coordinator of academic advising/associate professor, 1989-91, registrar, 1991-92; vice president for academic affairs, 1991-96, Practical Bible College, Binghamton, N.Y.; Commission on Accreditation, 1992-97; Accrediting Association of Bible Colleges, Orlando, Fla.; associate dean for cluster support and student services, Nova Southeastern University, Ft. Lauderdale, Fla. 1996-2001. 2001

JAC MANDEL

Music – Guitar

Jac Mandel is a friend of our own Rod Lewis. Because of the number of students seeking to have basic skills with the guitar, Jac teaches on our campus.

B.A. in Music Ed., Southern Wesleyan University; M.M., University of South Carolina; D.M.A. studies in progress, University of South Carolina. Private instructor in guitar, 1996-present. Graduate assistant in Music, U.S.C., 2001-2003.

HOLLY MAY

ASL

Holly teaches the first year courses in American Sign Language and introduces a hearing world to the deaf community. She works closely with her husband to ensure that CIU students gain a healthy perspective on the deaf community and the importance of the hearing world seeking to communicate in ASL. Her graduate work in counseling is a significant aspect of holistic education for those in the ASL minor.

B.S., Youngstown State University; M.S., Gallaudet University; Level IV Certified Interpreter, National Association of the Deaf. Counselor and Interpreter for the Deaf 1999-present. 2003

PAUL MAY

ASL

Paul is a graduate of the Tennessee School for the Deaf. His perspective on American Sign Language comes as one from inside the deaf culture. He teaches the advanced courses along with a perspectives course on deaf culture.

B.S., M.S., East Carolina University. Special Education teacher and CSD-Relay trainer for South Carolina Department of Education. 2003

JENNIFER MERKEY

Teacher Education

Mrs. Merkey loves to teach elementary school children and her passion for the classroom is contagious! She drives approximately two hours each way to help prepare the next generation of professional educators. Her primary role has been in methods-related courses.

B.S., The King's College; M.Ed., Columbia International University. Elementary education teacher, 1995-2005; missionary serving with JAARS in Waxhaw, N.C. 2005

ANNETTE MURRAY

Intercultural Studies & Member Care

Mrs. Murray is more than simply a missionary wife and professional counselor. She is the wife of our university's chancellor. Her years alongside her husband as a missionary, give her a unique perspective for students considering ministry in cross-cultural settings.

B.A., Columbia International University; Diploma in Italian Studies, Università per Stranieri, Perugia, Italia; M.A., Biblical Theological Seminary. Missionary in Italy, 1970-1983; Counselor, 1992-present. 2000

MARK OLANDER

Ministry Skill Development

Education, Intercultural Studies

Mark served as the missionary in residence during 2005-2006. In addition to his experience as a teacher and academic administrator at Moffat College of Bible in Kenya, Mark brings to Field Education a practical side of ministry and a wealth of experience. He and his wife Jan have focused their ministry on campus with missionary kids now studying at CIU as well as providing a fresh perspective of missions education in Kenya. CIU thanks AIM for allowing Mark and Jan to serve an extra year in the United States helping CIU.

B.A., Kearney State College; graduate studies, University of Northern Colorado; M.S.T., University of Wisconsin; M.A.R., Trinity International University; Ph.D., Trinity International University. Pastoral ministry, 1978-1984; Missionary and theological education lecturer, Scott Theological College, 1984-1994; missionary, theology instructor, and dean, Moffat College of Bible, 1994-2005. 2005

DAVID OSTERLUND

Music

For 45 years, Dr. Osterlund has taught all ages of students from kindergarten to seminary doctoral students. He has been a part

of television and radio productions and involved in Youth for Christ and band camping programs. But perhaps the most life changing time of his life was the four years Dave and his wife spent in Ethiopia, working with Ethiopians, Europeans, and Americans. He brings all of these experiences to his classroom and to every cross-cultural class and worship discussion.

B.S., M.S., University of Wisconsin; Ed.D., University of Illinois; instrumental and vocal music in the public schools, Barnum, Minn. and Superior, Wis., 1958-66; music faculty, University of Wisconsin, Superior, 1966-69; director of music, American Community School, Addis Ababa, Ethiopia, 1969-71; director of music, Good Shepherd School, Addis Ababa, Ethiopia, 1971-73; music teaching assistant, University of Illinois, 1973-74; visiting lecturer in music education, University of Wisconsin, 1974-75; chairman, division of fine arts and department of music, Northwestern College, St. Paul, Minn., 1975-89. 1989

WILLIAM PAULING

Bible

Bill is a pastor in South Carolina, and has the passion and skills for teaching within correction facilities. He has ministered within the federal facility in Leavenworth, KS and at facilities in South Carolina. His years of experience have provided him with unique insight into teaching Scripture as well as understanding a restricted access population.

B.A., Clemson University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. Pastoral experience in Kansas and South Carolina.

LARRY SHACKLEY

Music

Larry Shackley is a native of Chicago. After graduating from Wheaton College, he pursued a two-sided career in church music (including 10 years at Willow Creek Community Church) and Christian broadcasting (as a writer/producer/composer for Moody Broadcasting). Sensing God's call to train other Christian musicians for ministry, he joined the CIU faculty in 1995. His goal is to help students develop both a passion for serving God through music and the skills to serve in today's church. In his free time, Larry is active as a composer/arranger and enjoys reading and traveling.

B.A., Wheaton College; M.M., D.M.A., University of South Carolina; additional study, Eastman School of Music, Trinity Evangelical Divinity School; writer and radio program producer, Moody Bible Institute, 1977-81; writer and radio producer, Domain Communications, 1981-88; composer and producer, Moody Broadcasting Network, Moody Bible Institute, 1988-95; worship leader, Claim Street Baptist Church, Aurora, Ill., 1980-83; music director, Christ Community Church, St. Charles, Ill., 1984; keyboardist and arranger, Willow Creek Community Church, South Barrington, Ill., 1987-94; keyboardist, Gateway Baptist Church, Irmo, S.C., 1999-present. 1995

RALPH "RAFE" SPRAKER

Science, Computers

Rafe is the science guy at CIU and a renaissance man. His science interest spans a variety of fields with significant hours in earth science, environmental science, geology, physics, physical science, biology, astronomy, computer technology and the list goes on. In addition to his teaching, he continues to study – working on graduate degrees from CIU and Montana State University, and is completing coursework for a doctoral program in science education at the University of South Carolina.

B.A., Biola University; additional studies, National University, California State University, Francis Marion College, and James Madison University; M.S., University of South Carolina; additional graduate studies, Columbia International University; graduate studies, Montana State University; doctoral studies in progress, University of South Carolina. Technology Certification as a Systems Engineer (1995), MCSE, CNE, CNI, and CompTIA. He has instructed at the high school and college levels at various schools (1989-present). 2005

GRETCHEN WILHELM

Teacher Education

Ms. Gretchen Wilhelm serves in the Teacher Education Program assisting Mr. Auld in advising and mentoring students. Gretchen comes to CIU with successful teaching experience in Ohio. While preparing for doctoral studies, Gretchen is also teaching music part time at Ben Lippen School in order to maintain a practitioner's perspective on the classroom.

B.M., Baldwin-Wallace Conservatory of Music, Ohio; Leadership Certificate, Colorado Christian University; M. Ed., Cedarville University, Ohio; private and middle school teaching experience, 2002-2006. 2007

BECKY WILLIAMS

Intercultural Studies

Becky has been involved with instruction in Intercultural Studies at CIU for several years via the distance learning office. This year, Becky shifts her focus to assisting the ICS team on campus. She is a wife, mother, active church member, as well as stays current in her field of Intercultural Studies. She was a registered nurse for five years. She advises, guides, and models female students within the ICS program about what a healthy balanced life looks like professionally and personally.

B.S.N., Marquette University; M.A., Trinity Evangelical Divinity School. Wisconsin Registered Nurse (1984-1989).

COMPLIANCE INFORMATION

GRADUATION RATE

The 2006 spring graduation rate for the 2000 Fall entering class was 63% at the undergraduate level. This rate is based on the full-time, first-time students completing a program within 150% of the normal time required for their program. Many students opt to extend the length of study due to employment needs, family issues, or academic achievement goals. The University has no statute of limitations regarding completion of associate or baccalaureate degrees. For a more complete analysis by demographic factors, please contact the Vice President for Corporate Planning.

PLACEMENT RATE

Beginning with the 2007 spring graduation class, graduating college seniors reported the following career objectives and placement expectations during their final semester:

PLACEMENT RESPONSE CATEGORY	PERCENTAGE OF GRADUATING SENIORS RESPONDING
Pursue Travel	5%
Pursue Additional Education	25%
Pursue non-employment activities (i.e., marriage, volunteer opportunities, etc.)	2%
Pursue employment in my vocational or professional field	36%
Pursue employment based on location, compensation, or other reasons than by vocational or professional field	25%
Already employed in my vocational or professional field	8%

For a more complete analysis by academic program, please contact the Vice President for Corporate Planning.

TITLE II: HIGHER EDUCATION ACT REPORT

The university submits a Title II Higher Education Act Annual Report for Teacher Education. For a copy of this report, please contact the dean of the Graduate School.

EQUITY IN ATHLETICS DISCLOSURE ACT REPORT

Since Columbia International University does not receive funds for athletic scholarships, the University is not required to submit an EADA report. At the present time, the following inter-collegiate sports are offered by gender at CIU:

Gender	Sport
Men	none
Women	none

The University is exploring association with the National Christian College Athletic Association (NCCAA) for intercollegiate sports at Division II.

CERTIFIED PUBLIC ACCOUNTANT'S AUDIT REPORT

Each year the university's financial records are audited by an independent certified public accounting firm. The results of this report are available for review. Please contact the vice president for Business and Finance for a copy of this report. Fund-raising policies and financial management follow the Evangelical Council for Financial Accountability (ECFA) standards.

CAMPUS SECURITY REPORT

Each year, in accordance with the Higher Education Act, the Student Life Office in consultation with the Campus Security Office publishes a Campus Security Report regarding security policies, procedures, and crime statistics. Contact the dean of Students for a copy of this report.

INSTITUTIONAL EFFECTIVENESS & ASSESSMENT REPORT

Each year the faculty, in consultation with the vice president for Corporate Planning, prepares a report evaluating the effectiveness of the university in student learning and in other areas of institutional research and assessment. The evaluation is based on assessment of the stated goals and objectives of the university, and more specifically the undergraduate college. The results of this report are available for review. Contact the vice president for corporate planning for a copy of the report.

Standardized Test Acceptance and Test Score Criteria

ADVANCED PLACEMENT EXAMS (AP EXAMS)

Columbia International University participates in the Advanced Placement Program of the College Entrance Examination Board. Credit may be awarded to students who perform satisfactorily in certain college level courses in secondary school and who receive a score of "3," "4," or "5" on the Advanced Placement Examinations. The amount of credit (if variable) and where the credit fits into the respective student's program requirements will be determined by the Registrar's Office in consultation with the specific program director.

Credit can only be offered in fields of studies that are equivalent to those offered or approved by the university. The university follows the ACE credit recommendations as listed in the chart below. Credits earned by AP examination are not counted toward residency requirements for graduation.

EXAMINATION	MINIMUM AP GRADE FOR AWARDING CREDIT	NUMBER OF SEMESTER HOURS ELIGIBLE
Art History	3	6
Biology	3	8
Calculus AB	3	3
Calculus BC	3	6
Chemistry	3	8
Computer Science A	3	3
Computer Science AB	3	6
Economics: Macro	3	3
Economics: Micro	3	3
English Language & Composition	3	6
Environmental Science	3	4
European History	3	6
French Language	3	6
French Literature	3	6
German Language	3	6
Government & Politics: Comparative	3	3
Government & Politics: United States	3	3
Latin: Virgil	3	6
Latin Literature	3	6
Music Theory	3	6
Physics B	3	6
Physics C: Mechanics	3	4
Physics C: Electricity & Magnetism	3	4
Psychology	3	3
Spanish Language	3	6
Spanish Literature	3	6
Statistics	3	3
Studio Art: Drawing	3	6
U.S. History	3	6

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) is used to establish credit in certain college courses. CIU administers CLEP Subject Exams and awards credit provided appropriate documentation is in place. CLEP General Exams will not receive credit at CIU. Credit can only be offered in the fields of studies that are equivalent to those offered or approved by the university. For CLEP exams that are approved by the university, minimum raw score requirements for credit, and credit hours approved per course are listed below. Credit earned by CLEP examination is not counted toward residency requirements for graduation. If the course has been taken by audit, or if the student has already completed one semester of a two semester sequence such as English or History, credit is not given for a CLEP Exam. The university does not automatically transfer CLEP courses posted on transcripts from other institutions of higher education; however, with appropriate CLEP documentation so that we can verify the course and score, the university will post CLEP courses taken at other testing sites, even credits posted on transcripts by another institution.

CLEP SUBJECT EXAMS OFFERED AND ACCEPTED AT CIU	MINIMUM ACCEPTABLE RAW SCORE NEEDED FOR CREDIT	CIU COURSE EQUIVALENT	MAXIMUM CREDITS AWARDED BY CIU
Composition and Literature			
American Literature	50	ENG 3300	6 credits
Analyzing and Interpretation of Literature	50		6 credits
Composition, Freshman College, w/essay graded by CIU faculty	50 (must score 50 and pass essay to receive credit)	ENG 1110	6 credits
English Composition			3 credits
English Literature	50		6 credits
Foreign Language			
French Language	50-61		6 credits
	62		12 credits
German Language	50-62		6 credits
	63		12 credits
Spanish Language	50-65		6 credits
	66		12 credits
Social Sciences and History			
1American Government	50		3 credits
Educational Psychology (Intro)	50	PSY 3330	6 credits
History of the U.S. I (pre 1877)	50		3 credits
History of the U.S. II (post 1865)	50		3 credits
Human Growth and Development	50	PSY 3370	3 credits
Humanities	50		6 credits
Macroeconomics (Principles)	50	ECN 2210	
Microeconomics (Principles)	50	ECN 2220	
Psychology (Intro)	50	PSY 2110	6 credits

CLEP SUBJECT EXAMS OFFERED AND ACCEPTED AT CIU	MINIMUM ACCEPTABLE RAW SCORE NEEDED FOR CREDIT	CIU COURSE EQUIVALENT	MAXIMUM CREDITS AWARDED BY CIU
Sociology (Intro)	50	SOC 3110	3 credits
Social Sciences and History	50		6 credits
Western Civilization I (pre 1648)	50	HIS 1210	3 credits
Western Civilization II (post 1648)	50	HIS 1211	3 credits
Science and Math			
Algebra (College)	50	MAT 2310	3 credits
Biology ¹	50	BIO 2110	6 credits
Calculus	50	MAT 2310 ²	6 credits
Chemistry ¹	50		6 credits
Mathematics (College) ¹	50	MAT 2110 ²	6 credits
Natural Sciences ¹	50		6 credits
Pre-Calculus	50	MAT 2110 ²	6 credits
Business			
Financial Accounting	50	BUS 2200	3 credits
Business Law (Intro)	50	BUS 4410	3 credits
Information Systems & Computer Applications	50	BUS 4500	3 credits
Management (Principles)	50		3 credits
Marketing (Principles)	50	BUS 4200	3 credits

¹ Does not meet teacher education requirements.

² Only one course (3 credits) can be substituted for MAT 2110, all other CLEP math-related credits can be used as open electives.



CALENDAR, MAPS
AND INDEX



2007-2008 ACADEMIC CALENDAR

AUGUST

August	3	F	New Employee Orientation (8 a.m. – 5 p.m.)
August	7 & 8	T, W	UG Faculty Workshop (morning only)
August	9 – 11	Th – Sa	Willow Creek Leadership Summit
August	13	M	Welcome Week Workers Move-In
August	13 & 14	M & T	CIU Faculty Workshop (8 a.m. – Lunch)
TBD			BLS Back to School Bash
August	15	W	BLS Classes Begin
August	15	W	SSM Faculty Workshop (Noon – 5 p.m.)
August	16	Th	GS Faculty Workshop (9 a.m. – 1:30 p.m.)
August	15–19	W–Su	Entering Students Arrive/ Welcome Week
August	17–20	F–M	SSM/Grad Orientation/ Enrollment
August	19	Su	Returning Students Arrive (First Meal – Dinner, Monday, Aug. 20)
August	19	Su	Worship w/ Dr. Jones (7 p.m. – Hoke)
August	21	T	CIU Classes Begin
August	23	Th	CIU Convocation (10:50 a.m. – Noon)
August	27	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
TBD			Last Day to Drop/Add (Noon)

SEPTEMBER

September	3	M	Labor Day – CIU Closed
September	10	M	CIU Faculty Meeting (2 p.m. – 3:30 p.m.)
September	11–14	T–F	Christian Life Conference
September	13–15	Th–Sa	CIU Homecoming
September	12	W	Prayer Day (GS/SSM will have abbreviated day)
TBD			WRCM Golf Classic
September	24	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
September	27 & 28	Th, F	College Days

OCTOBER

October	4–5	Th, F	CIU Board of Trustees Meeting
October	8	M	CIU Faculty Meeting (2 p.m. – 3:30 p.m.)
October	12–16	F–Tu	Fall Break – Weekend Classes in Session
TBD		F, Sa	BLS Homecoming
October	19	F	Grad/Seminary Day
TBD			BLS Golf Classic
October	22 & 23	M, T	Administrative Committees
October	31	W	Prayer Day; Supplementary Prayer Day for evening students (6:30 p.m. – 9 p.m.)

NOVEMBER

November	5	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
November	12	M	CIU Faculty Meeting (2 p.m. – 3:30 p.m.)
November	19	M	Wednesday Classes Meet Monday
November	21-26	W-M	Thanksgiving Break (CIU Closed Th, F); No Monday Classes
Nov. 29 - Dec. 1		Th -Sa	R.C. McQuilkin Scholarship Weekend
November	29	Th	Prayer Day; Supplementary Prayer Day for evening students (6:30 p.m. – 9 p.m.)

DECEMBER

December	3	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
December	8–11	Sa–T	SACS COC Annual Meeting
December	10	M	CIU Faculty Meeting (2 p.m. – 3:30 p.m.)
December	14	F	CIU Last Day of Semester
December	15	Sa	CIU Residences Close (Last Meal - Breakfast)
December	21	F	BLS Last Day of Semester (1/2 Day)
December	24–Jan. 1		CIU Holiday Closings – Inclusive

JANUARY

January 3	Th	BLS Classes Begin
January 5	Sa	BLS Morning of Prayer
January 6	Su	Entering UG Students Arrive/Orientation
January 7	M	Winter Session Begins (Reg: 1st Monday of each session) First Meal – Brkfst
January 7	M	UG Enrollment
January 7	M	UG Returning Students Arrive/Residences Open
January 9	W	UG Classes Begin
January 21	M	Martin Luther King Day – CIU Closed – Winterim in Session
TBD		UG Last Day to Drop/Add (Noon)
January 25	F	Winter Session Ends
January 27	Su	Entering SSM/Grad Students Arrive/Orientation
January 28	M	SSM/GS Enrollment
January 29	T	SSM/GS Classes Begin

FEBRUARY

February 4	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
February 7–8	Th–F	CIU Board of Trustees
February 11	M	CIU Faculty Meeting (2 p.m. – 3:30 p.m.)
TBD		SSM/GS Last Day to Drop/Add (Noon)
February 21-23	Th–Sa	ABHE Annual Meeting, Orlando, FL
February 26-29	T–Fr	World Christian Week
February 27 & 28	W, Th	WCW Focus/Prayer Days (SSM/GS Will have abbreviated class day on Wed.)

MARCH

TBD		ABHE Accreditation Visit (Faculty & Administration must be on campus)
March 3	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)

March 8-17	Sa–M	CIU Break — Weekend Classes in Session; No Monday Classes 3/17 (3/8: Last meal break- fast; 3/17: first meal dinner)
March 17-20	M–Th	ATS Accreditation Visit (Faculty & Administration must be on campus) Korntal Mar 27 & 28
March 17	M	CIU Faculty Meeting (2 p.m.– 3:30 p.m.)
March 21	F	Good Friday – CIU Closed (Cafeteria is open)
March 21-28	F–F	BLS Spring Break
March 26	W	Prayer Day
March 27 & 28	Th, Fr	College Days

APRIL

April 1–3	T–Th	SACS Accreditation Visit (Faculty & Administration must be on campus)
April 4-6	F-Su	Columbia Conference
April 7	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
April 14	M	CIU Faculty Meeting (2 – 3:30 p.m.)
April 14 & 15	M & T	Administrative Committees
April 17	Th	Prayer Day
April 18	F	Grad/Seminary Day
TBD		BLS Cedar Creek Classic
April 28	M	Higher Ed Cabinet (4 p.m. – 5 p.m.)
April 29	T	CIU Baccalaureate (10:50 a.m. Shortess Chapel)

MAY

May 1 & 2	Th, F	CIU Board of Trustees Meeting
May 2	F	UG Last Day of Class
May 3	Sa	UG Commencement 9 a.m.
May 5	M	CIU Faculty Meeting 2 p.m.– 3:30 p.m.
May 16	F	SSM/GS Last Day of Class
May 17	Sa	SSM/GS Commencement 9 a.m. (Last Meal – Bkfst)
May 23	F	BLS Commencement 10 a.m.
May 26-Aug. 1		Summer Studies — Enrollment: 1st Monday of each session
May 26	M	Memorial Day – CIU Closed *

JUNE

June	27	F	WMHK Open House
June	26-27	Th-F	New Student Orientation

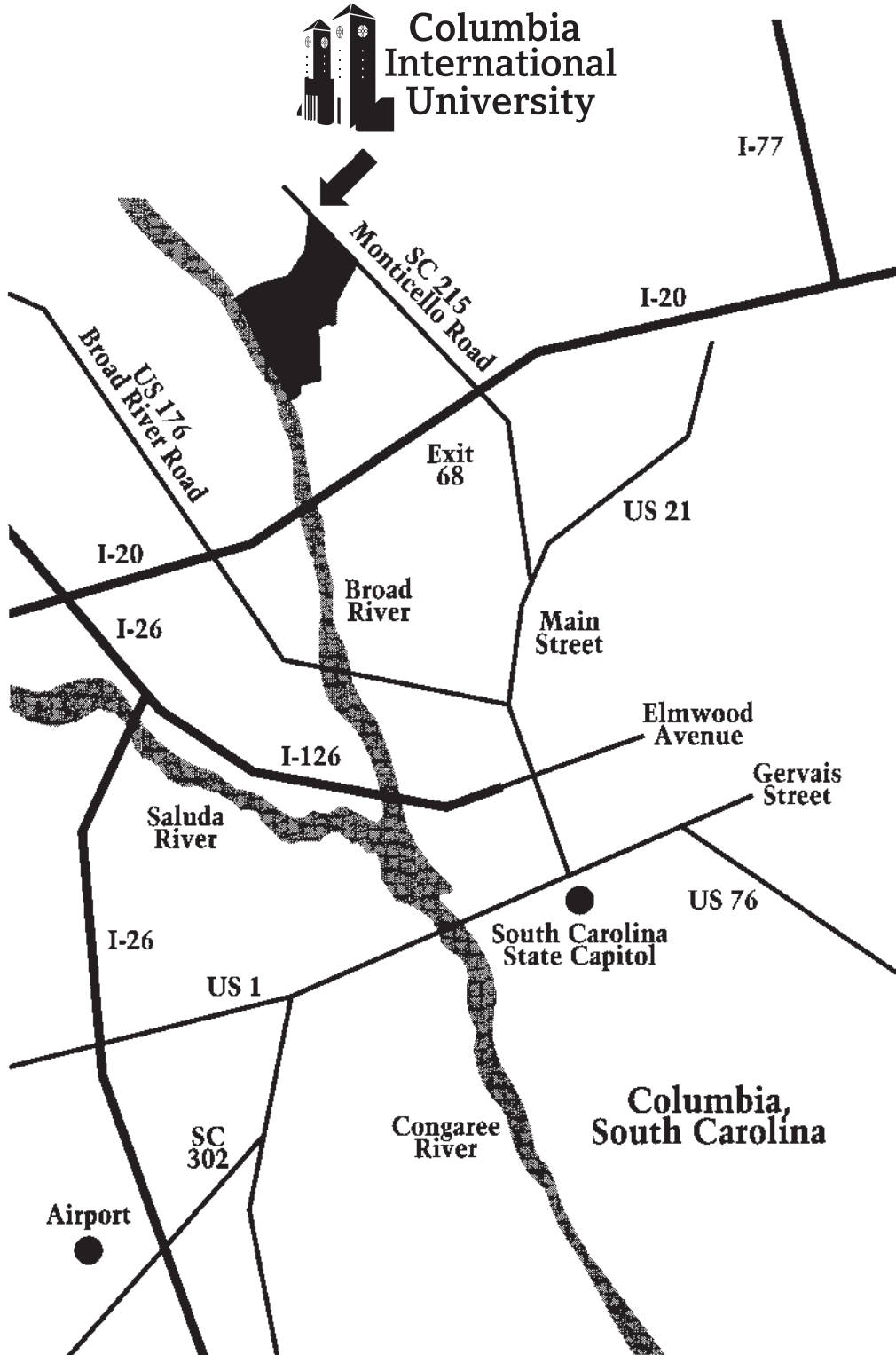
JULY

TBD			Zwemer Center for Study of Islam
July	4	F	Independence Day – CIU Closed
July	21-22	M-T	Summer Studies in Session New Student Orientation
Jul	12-17	Sa-Th	International Institute for Christian School Educators

AUGUST

August	1	F	Summer Studies Ends
TBD		Th-Sa	Willow Creek Summit
TBD			UG Faculty Workshop
TBD			CIU Faculty Workshop (8 a.m. – 1:30 p.m.)
TBD			SSM Faculty Workshop
TBD			GS Faculty Workshop

How to get to CIU



Driving Directions: Take Interstate 20 to Exit 68, turn north on Monticello Road (HWY SC-215) and go 2 miles. CIU's entrance is on the left.

Columbia International University

CIU Main Campus

- 1 Alumni Ministry Center
- 2 Administration Building
 - Accounting/Cashier
 - Admissions
 - Financial Aid
 - Placement
 - President's Office
 - Registrar
- 3 Fisher Classroom Building
- 4 Shortess Chapel
- 5 Distance Education Center
 - Copy Center
- 6 Prayer Towers
- 7 Physical Plant
- 8 East Hall - Men's Residence
- 9 Memorial Hall - Men's Residence
 - Residence Life Office
- 10 West Hall - Men's Residence
- 11 Student Center
 - ATM Machine
 - Bookstore
 - Dining Room (upper level)
 - Post Office
 - Student Life Office
- 12 Library
- 13 Ridderhof Building
 - 89.7 WMHK Radio
 - Computer Lab
 - Hoke Auditorium

- 14 The Clusters - Women's Residence
- 15 Walker Hall - Women's Residence
 - Security
- 16 Founders Hall - Women's Residence
- 17 Petty Hall - Women's Residence
 - Health Services
- 18 Fitness Center
- 19 McQuilkin Classroom Building
 - Marketing
 - Pamplin Auditorium
- 20 Schuster Classroom Building

P = Parking



Ben Lippen School

- 21 Elementary Building
- 22 Classroom Buildings
- 23 Administration and Classroom Building
- 24 Gymnasium and Dining Room
- 25 Music Building
- 26 Hathaway-Weeber Athletic Complex