

2012-2013 Graduate Programs Academic Catalog



Undergraduate • Graduate • Seminary

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WILLIAM H. JONES
PRESIDENT

Dear Prospective Student,

In 1987, I enrolled as a student at Columbia International University. CIU attracted me because of the university's heart for reaching the nations with the message of Jesus Christ.

During my student years, I learned about CIU's five core values: the Authority of Scripture, World Evangelization, Prayer & Faith, Victorious Christian Living and Evangelical Unity. These core values represent the DNA of CIU. They shape and define us by giving us purpose and passion. I've never forgotten my student years here at CIU!

Today, as in 1987, CIU continues its mission of training professional ministers and ministering professionals to impact the world with the message of Christ. Your program of study is designed to equip you not only for your professional calling, it will also equip you to share Christ anytime, anywhere.

Your education at CIU will transform you spiritually, physically, mentally and emotionally. You will gain new friends and experience new encounters with God.

I invite you to come and spend time on our campus. Visit with our students, talk to our faculty, see our passion and experience what it's like to really know Him and make Him known.

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 email the Admissions Office at Admissions@ciu.edu to discuss your specific needs or questions with one of our counselors.

Warmly in Christ,

A handwritten signature in black ink that reads "William H. Jones". The signature is written in a cursive, flowing style.

William H. Jones
President

Introduction

This catalog is not a contract. Individual Columbia International University Graduate Programs reserve the right to change curricula and requirements at any time.

Columbia International University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, scholarship and loan programs and athletic and other school-administered programs.

INTRODUCTION

History

Columbia International University (CIU) was born from 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 first four-year Bible colleges. Graduate courses were first offered in 1936, marking the beginning of what is now Columbia International University Seminary & School of Ministry. The school moved to its present 400-acre campus in suburban Columbia in 1960. We changed our corporate name in 1994 to Columbia International University and, in 1999, a third higher educational division, the Graduate School, was formed to offer professional training in education and counseling. In the 2009-2010 academic year, graduate school programs were moved to their respective colleges — Counseling, Education and Intercultural Studies.

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 to the presidency in 1999. Dr. Murray served in missions leadership for 30 years and on the CIU board for 15 years. Dr. Bill Jones became president of CIU in 2007 after serving on the faculty of CIU for 17 years.

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 to this day. The Undergraduate Programs, various Graduate Programs and CIU Seminary & School of ministry 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: Authority of Scripture, Victorious Christian Living, World Evangelization, Prayer & Faith and Evangelical Unity.

The school's first class boasted seven students. Currently, CIU has an enrollment of over 1,200 students, including several hundred students involved in non-traditional and distance education programs. Approximately 17,000 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.

CIU serves students from over 40 states and more than 30 foreign countries, although the majority of students come from five southeastern states. More than 50 church denominations and independent fellowships are represented in the faculty and student body. CIU graduates serve in vocational Christian ministries and within the marketplace. Approximately 30 percent of CIU graduates work in cross-cultural contexts. Other CIU ministries include Ben Lippen School (Pre-K to 12) and radio stations 89.7 WMHK in Columbia and New Life 91.9 WRCM in Charlotte, N.C.

Mission

Columbia International University (CIU) is a multi-denominational Christian higher education institution dedicated to preparing Christians to serve God with excellence. Its educational divisions offer degree programs ranging from associate 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 latter through field education, practicum and internship experiences.

Purpose

Columbia International University educates people from a biblical worldview to impact the nations with the message of Christ. Our purpose is summarized in our motto, "To know Him and to

make Him known.” The curriculum and community life at CIU are designed to provide a dynamic context in which students are 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 developing skill in the use of study tools.
- **Know oneself** by an increasing awareness of spiritual gifts and personal potential.
- **Know people** by becoming sensitive to their needs, the contexts in which they live and by improving communication with them, whatever their culture.
- **Know the skills** required in one’s area of service.

We provide the faculty and resources for learning and the incentive and curricular guidance necessary for progress toward these goals. We expect students to involve themselves in the spiritual, academic, social and physical dimensions of CIU 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 corporately, and for its faculty and students individually can be achieved only by the supernatural work of the Holy Spirit through yielded believers.

Educational Philosophy

It is the intention all of the graduate programs to include in their educational values a full commitment to biblical literacy coupled with a ministry orientation and marketable, professional skills. To fulfill the Great Commission in a variety of settings, graduates must have a biblical servant-leader orientation and refined professional skills. All graduate programs require demonstrated excellence in areas of value, inquiry, knowledge and practice.

Educational Goals

1. Spiritual Formation with a Christian Virtues Basis

All graduate programs aim to develop in students a deepening relationship with and submission to Christ and to the Bible as the authoritative Word of God, a Christian ethic and lifestyle, healthy interpersonal relationships and the ability to build collegial relationships as a source of support and encouragement.

2. Academic Excellence with Bible Core

All graduate programs aim to develop in students the ability to articulate a biblical model for one’s chosen professional discipline, the knowledge base and skills needed for professional practice, an understanding of the theory of the discipline, the ability to articulate major teachings of the Bible and to interpret and apply the Bible to contemporary culture, and lifelong habits of professional reading, reflection and reasoned discussion using revealed truth for critiquing contemporary culture and building a biblical worldview.

3. Vocational Effectiveness with a Ministry Skills Foundation

All graduate programs aim to develop in students a knowledge of and commitment to the ethical code integral to their profession, a biblical servant-leader orientation, a world Christian perspective including intercultural sensitivity and skills, and dedication to the life and work of the local church.

Doctrinal Standard

Teaching at Columbia International University is based on the great fundamentals of the Christian faith, all of which center on 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 the Columbia International University:

- 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.
- 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).
- 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), 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 (2 Cor. 5:17).
- 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.
- 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 His glorious body (1 Cor. 15:53; Phil. 3:21). All other men shall be raised unto “the resurrection of judgment” (Jn. 5:28, 29).
- 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.
- 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; 1 Cor. 12:7; Eph. 3:20; Acts 5:32). In all of this service, prayer is to have the central place (Jn. 14:12-14; Eph. 6:18, 19).
- Jesus Christ will come again to earth the second time (Heb. 9:28), personally (Acts 1:11; 1 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; 2 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, who 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 following affiliations are typically represented on campus:

African Methodist Episcopal
 African Methodist Episcopal Zion
 American Baptist
 Assemblies of God
 Associate Reformed Presbyterian
 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
 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 to award degrees at the associate, baccalaureate, master's, first professional, and doctoral degree levels.
- 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.
- Authorized under Federal law to enroll nonimmigrant alien students.
- Recognized by the Selective Service System.
- A member of South Carolina Independent Colleges and Universities.
- Listed in Accredited Institutions of Postsecondary Education.
- Listed in Education Directory (Higher Education).
- Approved by the State Approval Agency, South Carolina Department of Education, state of South Carolina, to train persons under the Veterans Administration Programs.

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

Association for Biblical Higher Education

Commission on Accreditation
5850 T.G. Lee Blvd., Suite 130
Orlando, FL 32822-1781
Telephone: (407) 207-0808
www.abhe.org

Southern Association of Colleges and School

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

Association of Christian Schools International

731 Chapel Hills Drive
Colorado Springs, CO 80920
(719) 528-6906
www.acsi.org

Facilities

Columbia International University's 400-acre suburban campus overlooks the Broad River just north of Columbia. It is easily accessed from Interstate 20. Since the campus was occupied in 1960, numerous facilities have been constructed so that currently the campus houses 21 major buildings including residence halls, Pine View Apartments, graduate and undergraduate classroom buildings, Shortess Chapel, Rossi Student Center, a fitness center, a modern cafeteria/dining facility, Ridderhoff Media & Music Center, Fleece Library, an alumni ministry center and more. Following is a brief overview of some key facilities.

Fisher Classroom Building: This two-story, air-conditioned facility includes the office of College of Arts & Sciences dean and several faculty members.

Schuster/McQuilkin Complex: Completed in the Fall of 1998, the Schuster Building joins the McQuilkin building in housing faculty and administrative offices for several graduate programs and CIU Seminary & School of Ministry. Counseling lab, conference rooms, a student lounge, classrooms and a 90-seat auditorium are located here as well.

Shortess Chapel: With a seating capacity of 1,000, Shortess Chapel accommodates the undergraduate student body, Graduate Program and Seminary family for daily chapel services and special monthly prayer days. Concerts, assemblies, conferences and major social events frequently occur in Shortess.

Ridderhof Media/Music Center: Completed in 1987, the Ridderhoff Center (named for CIU's first alumna, Joy Ridderhoff) houses the student computer lab, as well as offices and resources for several undergraduate programs including Music and Communication. The Ministry Resource Department and Hoke Auditorium, a 500-seat concert hall/auditorium, are also here.

G. Allen Fleece Library: The library provides a collection of over 150,000 print and non-print items and over 250 print journals on site. In addition, access to over 90 electronic databases,

many of which are full text, is available through the library website. The library participates in an interlibrary loan program through the Online Computer Library Center network of over 60,000 libraries worldwide, as well as in a statewide academic library delivery system.

Moore Fitness Center: The Moore Fitness Center is a corporate facility shared by students, faculty, staff and alumni. Additional recreational facilities include lighted outdoor tennis, basketball and volleyball courts, soccer and softball fields, a track, and area trails.

Rossi Student Center/Dining Complex: This building provides multipurpose recreational and relaxation areas in addition to a modern cafeteria, snack machines, post office and campus bookstore.

On-Campus Residential Facilities: Over 400 students live on the CIU campus. Each on-campus residence hall includes a community kitchen, laundry room and lounge.

Pine View Apartments: Conveniently located at the center of campus, the apartments offer the convenience and safety that comes with living on campus, and an atmosphere that encourages spiritual formation.

CIU Village: Approximately 80 families live in the "CIU Village," a comfortable mobile home community on the campus.

Ben Lippen School

Ben Lippen, a Scottish phrase meaning "mountain of trust," is the name for an evangelical Christian school for grades Pre-K to 12. Founded in 1940 by Robert C. McQuilkin, CIU's first president, Ben Lippen continues to strive toward Dr. McQuilkin's goal of teaching young people that there is "life in abundance" (John 10:10) for those who follow Jesus Christ as Lord. The school is college preparatory, coeducational, and receives both resident and day students. The Ben Lippen family consists of students from a wide range of cultures and backgrounds. As many as 30 foreign countries and 25 states have been represented in a single year. Some students come from homes of missionaries, pastors and other full-time Christian workers. Others come from families representing all areas of professional and educational careers. This "melting pot" of young men and women offers an educational experience in itself. The proximity of Ben Lippen School to Columbia International University provides an opportunity for convenient Christian schooling for children of CIU students.

Radio Stations

WMHK Radio (89.7 FM) This 100,000-watt station broadcasts Bible-centered programming and music to Columbia and central South Carolina 24 hours a day.

WRCM Radio (91.9 FM) This 30,000-watt station broadcasts Bible-centered programming and music to the Charlotte/Wingate, N.C. area 24 hours a day.

Programs of Study

PROGRAMS OF STUDY

College of Counseling

The College of Counseling (COC) has designed the Master of Arts in Counseling program to facilitate the growth of Christian students into well-qualified, healthy clinical mental health counselors. The training model focuses on the heart (personal and spiritual development), the head (research and professional knowledge) and the hands (effective interpersonal and clinical skills).

Master of Arts in Counseling

Graduates of the COC are awarded the Master of Arts degree in Counseling and are eligible to apply for national certification through the National Board for Certified Counselors as well as South Carolina State Licensed Professional Counselor Intern (LPC/I) certification. Within this graduate degree program students can focus on individual, group, marriage and family counseling. Students are prepared to work with clients facing a broad range of mental, emotional, relational and spiritual challenges. As clinical mental health counselors, graduates are biblically informed and professionally knowledgeable in the conceptualization and practice of diagnosis, treatment, referral and prevention. Graduates of this program work in settings such as: private practice, community-based mental health centers, hospitals and other treatment facilities, as well as in church and missions-related ministries.

Postgraduate Certificate in Marriage and Family Counseling

The COC also offers a Postgraduate Certificate in Marriage and Family Counseling. A separate application process is required to be accepted into this program. This advanced training and experience emphasizes a systems model. Graduates of this certificate program are eligible to apply for South Carolina State Licensed Marriage and Family Therapist Intern (LMFT/I) certification.

College of Education

The College of Education (COE) “equips Christian educators to think, teach and lead biblically in educational settings throughout the world.” This mission encompasses the preparation of teachers to enter both early childhood and elementary classrooms with a five-year, two-degree program including an undergraduate Bible major and graduate master’s of teaching (B.A./B.S. and M.A.T.) or a stand-alone M.A. in Teaching (M.A.T.) for those already completing a bachelor’s degree. Additionally at the master’s level, the COE provides training of K-12 Bible teachers (M.A. in Bible Teaching), ESOL teachers (M.A. in Teaching English to Speakers of Other Languages), and the equipping of practicing teachers and administrators for Christian school leadership positions through advanced graduate studies (Master of Education-M.Ed. [with tracks in Curriculum and Instruction and Educational Administration] and Education Specialist-Ed.S.). At the doctoral level (Doctor of Education-Ed.D.) four concentrations are available in Christian School Leadership, Curricular and Instructional Leadership, Christian Higher Education Leadership and Leadership in International Theological Education. In order to fulfill the mission of the College of Education, the courses of study are based upon a philosophy of education that approaches both the means and the ends of education by thinking biblically about the nature of students, instructional strategies and curricular content (knowledge, skills and dispositions). Upon graduation, elementary and early childhood teachers (M.A.T.) receive certification through the Association of Christian Schools International (ACSI) and South Carolina Department of Education and are thus qualified as classroom teachers within Christian and public schools both in the United States and in international schools around the world. Bible teachers (M.A. in Bible Teaching) and ESOL teachers (M.A. in TESOL) receive ACSI K-12 certification. Their preparation includes training that equips them to think in culturally responsive ways within classrooms that are increasingly diverse.

It is the vision of the College of Education that we not only prepare highly qualified classroom teachers but also instructional leaders and administrators (M.Ed. and Ed.D.) that reflect the educational philosophy and values of CIU. They also receive appropriate ACSI certification. Currently more than 100 graduate students are working during summer to become Christian school principals and headmasters, curriculum supervisors, and administrators in Christian higher education or international theological institutions. These students, drawn to CIU through the reputation of our faculty and graduates, currently come to study at CIU not only from schools across the United States but also from Australia, Ethiopia, Mozambique, Indonesia, Korea, Bolivia, China, Taiwan, Mexico, the Dominican Republic and the Philippines. There is no question that the COE reflects CIU's middle name – International.

Regardless of where our students are, beginning as college freshmen or completing their doctoral degrees, COE students believe that they can and will impact the kingdom through education. The COE strives to equip them to be discerning and wise educators whose lives will exemplify the thinking and dispositions of a Christian educator.

Master of Arts in Bible Teaching

This Master of Arts in Bible Teaching (M.A. in Bible Teaching) program is specifically designed to prepare students to teach the Bible in a school setting. In three semesters of study (Fall, Spring and Summer), students with a Bible background, (an undergraduate degree in Bible, a Bible certificate or a total of 30 hours of coursework in Bible), build a knowledge of best educational practices. Students explore every aspect of Bible curriculum, from the “big-picture” of K-12 curriculum to appropriate daily lesson plans. Classroom management and the role of technology in the classroom are also addressed.

Master of Arts in Teaching – Early Childhood and Elementary Education

The Master of Arts in Teaching (M.A.T.) program in Early Childhood Education (PK-3) and Elementary Education (2-6) seeks to create a

learning environment that provides models, growth experiences and communities of practice for equipping Christian educators who make wise decisions as they create effective learning communities. We are “Equipping Discerning Educators.” The program attempts to provide each prospective teacher with a broad program of historical perspective and current trends, learning and teaching theories, and practical application of these theories in the classroom. The early childhood and elementary school curricula are addressed. Candidates completing the specified requirements are eligible for initial teacher certification in South Carolina as well as with the Association of Christian Schools International (ACSI). The program is designed to be completed in four successive terms, but may be extended to meet the needs of the student.

Master of Arts in Teaching English to Speakers of Other Languages

The M.A. in Teaching English to Speakers of Other Languages (TESOL) program prepares professional teachers of English to speakers of other languages with a foundation in the theory and practice of English language teaching. The aim of the program is to prepare theoretically informed and practically equipped, competent, caring and culturally sensitive ESOL teachers and leaders for domestic and International K-12 and adult classrooms. Upon completing this program, students can be recommended to receive ACSI certification in TESOL.

Master of Education

The Master of Education (M.Ed.) degree is designed for those already working in a K-12 school setting who are interested in further training. The degree consists of an education core, a Bible core and a concentration. The Educational Administration concentration prepares students to work as Christian school administrators in the United States or around the world. The Curriculum and Instruction concentration is for Christian school educators who are interested in moving to a master teacher level in their area of interest. The program can be completed in two to

four years, through a combination of online and face-to face Summer Studies. A year-round option may be available depending on the program track for C&I concentrations in TESOL, Teaching Bible or Elementary/Early Childhood. Students should consult with the M.Ed. program director or their advisor in planning their degree programs. Refer to the CIU website www.ciu.edu for up-to-date listings of the courses.

Education Specialist

The Education Specialist (Ed.S.) program is designed to meet your professional development needs as a Christian educational leader. Birthed from CIU's long-standing commitment to Christian school and Christian higher education, the Education Specialist program aims to develop you to lead, model, think, communicate and research with biblical excellence. In short, you will grow in your ability to enhance God's kingdom work in Christian educational institutions and to represent Christian education perspectives in the broader society. Students are admitted in cohort groups which meet each summer. Ed.S. graduates complete a concentration in Educational Leadership.

Doctor of Education

The Doctor of Education (Ed.D.) is designed to meet your professional development needs as a Christian educational leader. Birthed from CIU's long-standing commitment to Christian school and Christian higher education, the Ed.D. program aims to develop you to lead, model, think, communicate and research with biblical excellence. Ed.D. graduates complete a concentration in one of four areas: Christian School Leadership, Curricular and Instructional Leadership, Christian Higher Education Leadership, or Leadership in International Theological Education.

College of Intercultural Studies

The mission of the College of Intercultural Studies (CICS) is to equip students for effective life and work in a culturally diverse world. Our faculty and staff members have over 125 years of combined cross-cultural ministry and work experience from around the globe. Their experience adds a fresh, practical perspective to the rich theoretical texts of our courses. Students benefit from a vast matrix of strategic relationships with international companies and organizations throughout the world.

Certificate in Teaching English as a Foreign Language

This Teaching English as a Foreign Language (TEFL) certificate program is designed for those already involved in Christian ministry who are interested in teaching English as an additional avenue for outreach. The five courses of the certificate provide basic teaching theory and skills and an understanding of how language works. The Certificate in TEFL program focuses on providing introductory level TEFL training for people who expect to be involved in volunteer adult English teaching. (Students who desire more training in full-time TEFL should apply to the M.A. in TEFL/ICS program.)

Master of Arts in Teaching English as a Foreign Language/Intercultural Studies

The Master of Arts in Teaching English as a Foreign Language/Intercultural Studies (M.A. in TEFL/ICS) is designed to prepare professional teachers of English as a foreign language with the knowledge and skills needed to teach in an effective, culturally sensitive way. This degree focuses on teaching adults in a non-English speaking context. Students take nine hours of intercultural studies to prepare to live and work in another country and culture. (Note: the College of Education offers an M.A. in TESOL that focuses on teaching K-12 students in an English-speaking context.)

COLLEGE OF COUNSELING**MASTER OF ARTS IN COUNSELING****Overview**

The College of Counseling (COC) has designed the Master of Arts in Counseling (M.A. in Counseling) program to facilitate the growth of Christian students into well-qualified, healthy clinical mental health counselors. The training model focuses on the heart (personal and spiritual development), the head (research and professional knowledge) and the hands (effective interpersonal and clinical skills).

Graduates of the COC are awarded the Master of Arts degree in Counseling and are eligible to apply for national certification through the National Board for Certified Counselors as well as South Carolina State Licensed Professional Counselor Intern (LPC/I) certification. Within this graduate degree program students can focus on individual, group, marriage and family counseling. Students are prepared to work with clients facing a broad range of mental, emotional, relational and spiritual challenges. As clinical mental health counselors, graduates are biblically informed and professionally knowledgeable in the conceptualization and practice of diagnosis, treatment, referral and prevention. Graduates of this program work in settings such as private practice, community-based mental health centers, hospitals and other treatment facilities, as well as in church and missions related ministries.

Postgraduate Certificate in Marriage and Family Counseling

The COC also offers a Postgraduate Certificate in Marriage and Family Counseling. A separate application process is required to be accepted into this program. This advanced training and experience emphasizes a systems model. Graduates of the certificate program are eligible to apply for South Carolina State Licensed Marriage and Family Therapist Intern (LMFT/I) certification.

Admission Requirements

In addition to satisfying the general admissions requirements for the CIU Graduate level programs, students applying to the Master of Arts in Counseling program must satisfy the following:

1. Applicants must have completed a bachelor's degree from a regionally accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale, or 3.0 GPA in their major field of study, or a minimum 3.0 GPA for the last 60 credits in their undergraduate degree. Students with a lower GPA may document their ability to succeed in a graduate program by one of the following:
 - a. score above the 50th percentile on the GRE (verbal reasoning, quantitative reason and analytic writing), or
 - b. complete a minimum of nine graduate-level credit hours from a regionally accredited college or university with a minimum B-grade in each course.

International applicants must have completed the equivalent of a U.S. bachelor's level degree.

2. Applicants must have a minimal understanding of the language and concepts of psychology to be successful in the program. Therefore the following undergraduate courses with a minimum 2.7 (B-) grade (or a score of 50 on the CLEP or 55 on the DANTES examinations) are prerequisites for full admission:
 - a. Introduction to Psychology or General Psychology
 - b. Developmental, Lifespan Developmental or Human Growth and Developmental Psychology within a social science or educational program

Applicants without these courses can be conditionally accepted pending successful completion of the courses. However, applicants are strongly encouraged to complete

these courses as soon as possible, as they will not be allowed to take counseling courses that have these undergraduate courses for prerequisites.

- All applicants must submit scores on the Graduate Record Examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason and analytic writing). The GRE is used as only one of the evaluative tools and has no minimum score requirement.
- Evidence of potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts and relevant career goals to the program.

Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in a group interview day.

Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for international applicants.

Course Credit Transfer Policy: A maximum of 12 credits will be considered for transfer toward the counseling core from another accredited school. No transfer of credit will be accepted for the following courses: CNS 5305 Applied Biblical Foundations of Counseling, CNS 5306 Foundations of Clinical Mental Health Counseling, CNS 5313 Personal & Spiritual Development, CNS 5342 Foundations of Marriage and Family Counseling, CNS 6912 Advanced Counseling Techniques and Practicum, CNS 6937 Supervised Internship 1, CNS 6938 Supervised Internship 2.

Course of Study

• Foundational/Bible/Theology Core15 hours

BIB 6310	Progress of Redemption	3
CNS 5305	Applied Biblical Foundations of Counseling	3
CNS 5306	Foundations of Clinical Mental Health Counseling.....	3
CNS 5313	Personal & Spiritual Development	3
CNS 5342	Foundations of Marriage and Family Counseling.....	3

• Counseling Core37 hours

CNS 5001	Clinical Counseling Orientation	0
CNS 5075	Multicultural Counseling.....	3
CNS 5310	Counseling Theory	3
CNS 5330	Professional Ethics.....	3
CNS 5410	Research, Statistics and Evaluation....	3
CNS 5420	Psychopathology	3
CNS 6310	Human Development	3
CNS 6410	Counseling Techniques	3
CNS 6420	Diagnostics of Psychopathology	3
CNS 6430	Assessment in Counseling.....	3
CNS 6440	Groups Counseling	3
CNS 6810	Career Counseling	3
CNS 6912	Advanced Counseling Techniques and Practicum.....	4

• Postcandidacy Courses8

CNS 6937	Supervised Internship 1	4
CNS 6938	Supervised Internship 2	4

• Electives6 hours

Examples of different areas of focus:

Marriage:

CNC 6411	Sexuality Counseling	3
CNS 6710	Marriage Counseling	3

Family:

CNS 6820	Family Systems Theory	3
CNS 6821	Family Therapy.....	3

Children:

CNS 6431	Assessment & Treatment of Childhood Disorders	3
CNS 6432	Counseling Children & Adolescents....	3

Crisis:

CNC 6410	Crisis Counseling	3
CNC 6441	Counseling Grief & Loss	3

Master of Arts in Counseling *continued...**Addictions:*

CNC 6411	Sexuality Counseling	3
CNC 6412	Addiction Counseling	3

Church/Missions:

CNC 6330	Church & Mission Health	3
CNC 9474	Clinical Application of Member Care ..	3

**M.A. in Counseling, Clinical Mental Health
Counseling Total Credits66 hours**

• **Postgraduate Certificate in Marriage and Family
Counseling27 hours**

CNS 6431	Assessment & Treatment Childhood Disorders	3
CNS 6432	Counseling Children & Adolescents...	3
CNS 6710	Marriage Counseling	3
CNS 6820	Family Systems Theory	3
CNS 6821	Family Therapy.....	3
CNS 6937	Supervised Internship 1	4
CNS 6938	Supervised Internship 2	4
CNS 6939	Supervised Internship 3	4

Candidacy

Admission to candidacy in the Master of Arts in Counseling program is a checkpoint to ensure that students are progressing appropriately in their professional skills, academic understanding, and personal and spiritual development in order to continue toward graduation. Details of the application process for candidacy are found in the COC Student Handbook. All undergraduate psychology prerequisites need to be successfully completed and credits transferred to CIU before candidacy can be granted. Students are responsible for submitting their Application to Candidacy to the dean of the College of Counseling.

Program Hours, Practicum, Internship

The Master of Arts in Counseling program requires 66 credit hours for graduation. This includes six hours of electives to be chosen from the following areas: marriage, sexuality, family, children, crisis, addictions, church and mission health, and member care.

A practicum experience of 150 hours with a minimum of 40 hours of direct services and an internship of 600 hours with a minimum of 240 hours of

direct service are required as part of the 66 course credits for graduation. Students typically complete the program over a three-year period.

Licensure

The College of Counseling provides the requirements for the academic coursework and clinical training for licensure as a Professional Counselor-Intern (LPCI) in the state of South Carolina. While the standards for licensure in South Carolina are similar to other states, students desiring licensure from another state should research the requirements for any state where they intend to practice. Any program changes must be approved by both the student's advisor and dean early in the program. Most states require a minimum of two years postgraduate supervised practice before full licensure is granted.

Time Limitation

The time limit for completion of all requirements is seven years measured from the date a student begins coursework in the Master of Arts in Counseling program.

Residency Requirements

Up to 12 course credits earned at other accredited institutions may be counted toward the Master of Arts in Counseling degree. Transfer credit must be approved by the student's advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog. Courses in the Master of Arts in Counseling program that must be taken at CIU and are not eligible for transfer credit are indicated in the Course Credit Transfer Policy above.

Students accepted as non-degree seeking students or students in other graduate-level programs at CIU may take a maximum of 12 graduate hours in the Master of Arts in Counseling degree. The courses students may choose from are: CNS 5075 Multicultural Counseling, CNS 5305 Applied Biblical Foundations of Counseling, CNS 5306 Foundations of Clinical Mental Health Counseling, CNS 5310 Counseling Theory, CNS 5330 Professional Ethics and Issues for Counseling,

CNS 5342 Foundations of Marriage and Family Counseling, and CNS 5410 Research, Statistics and Evaluation. Internship courses are open only to Master of Arts in Counseling students. Admission into a course does not imply admissions into the College of Counseling Master of Arts in Counseling program.

Graduation Requirements

Students must satisfy the following requirements in order to graduate:

- Admission to candidacy.
- Completion of all practicum, candidacy, and internship requirements.
- Completion of all required hours of specified course work with a minimum GPA of 3.0 with no grade lower than a “C.”
- Satisfactory faculty advisor recommendation based upon emotional, spiritual, and professional health and maturity.
- Completion of Graduation Application. Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

Note: It is the student’s responsibility to be sure that all prerequisite, course, and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

Postgraduate Certificate in Marriage and Family Counseling

The Postgraduate Certificate in Marriage and Family Counseling provides advanced training and experience with a systems model emphasis. Graduates of this certificate program are eligible to apply for South Carolina State Licensed Marriage and Family Therapist Intern (LMFT/I) certification.

Course of Study

◆ Total Credits	27 hours
CNS 6431 Assessment & Treatment of Childhood Disorders	3
CNS 6432 Counseling Children & Adolescents	3
CNS 6710 Marriage Counseling	3
CNS 6820 Family Systems Theory	3
CNS 6821 Family Therapy.....	3
CNS 6937 Supervised Internship 1	4
CNS 6938 Supervised Internship 2	4
CNS 6939 Supervised Internship 3	4

Admissions

A separate application process is required to be accepted into this program. By choosing marriage and family electives during their Master of Arts in Counseling program, graduated students can complete this certificate with as few as 13 additional credit hours.

COLLEGE OF EDUCATION**MASTER OF ARTS IN BIBLE TEACHING****Overview**

The Master of Arts in Bible Teaching (M.A. in Bible Teaching) program is specifically designed to prepare students to teach the Bible in a school setting. In three semesters of study (Fall, Spring and Summer), students build a knowledge of best educational practices on previous Bible background. Students explore every aspect of Bible curriculum, from the “big-picture” of K-12 curriculum to appropriate daily lesson plans. Classroom management and the role of technology in the classroom are also addressed.

Purpose

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 and missionary children’s schools overseas, and for other areas of Christian work where a Bible teaching ministry is exercised.

Objectives

In addition to objectives of the Graduate Programs, 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 that purpose, using 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, and students.

Admission Requirements

Students must fulfill specific admissions, undergraduate background content courses, foundational Bible/theology courses (an undergraduate degree in Bible, a Bible certificate or a total of 30 hours of coursework in Bible) and prerequisite requirements prior to admission or acceptance into candidacy (see Admissions for detailed information).

Course of Study

◆ Foundational Core.....	12 hours
EDU 5331 Understanding the Learner* ¹	3
EDU 5440 Teaching Bible*	3
EDU 6231 History and Philosophy of Education* ¹	3
EDU 7300 Biblical Foundations for Curriculum* ¹	3
◆ Program Core	24 hours
BIB 5901 Field Education in Bible Teaching	1
EDU 5400 Principles of Bible Curriculum Design*	3
EDU 5452 Student Teaching Seminar: Bible Teaching*	3
EDU 5453 Applied Methods of Teaching Bible* ..	3
EDU 5443 Directed Teaching of Bible*	6
EDU 5451 Methods of Teaching Bible*	3
EDU 5485 Education Technology ¹	3
Bible, Theology, or Education Elective**	2

Total Required Hours36 hours

* This course must be taken at CIU. Policies governing transfer credits are outlined in the Admissions section of this catalog.

** This elective selection must be approved by advisor.

¹ This course is also available in online format.

Student Teaching

Application for student teaching must be submitted to the director of the Bible Teaching program during the fall semester, and students must maintain a 2.7 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 Experience during the fall semester approved by the director of the Bible Teaching program.

Time Limitation

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.A. in Bible Teaching program.

Residency Requirements

Course credits earned at another institution may be counted toward the M.A. in Bible Teaching degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's

advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog. Courses in the M.A. in Bible Teaching program that must be taken at CIU and are not eligible for transferred credit are indicated in the Course of Study above.

Graduation Requirements

- Admission to candidacy in the M.A. in Bible Teaching program.
- Completion of 36 hours of specified coursework with a minimum GPA of 2.70 and no grade lower than a "C."
- Completion of Graduation Application. Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

Note: It is the student's responsibility to be sure that all prerequisite, course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

MASTER OF ARTS IN TEACHING – EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Overview

In keeping with the institutional mission of Columbia International University, the Master of Arts in Teaching (M.A.T.) program seeks to create a learning environment that provides models, growth experiences and communities of practice for equipping Christian educators who make wise decisions as they create effective learning communities. We are “Equipping Discerning Educators.” The entire early childhood and elementary school curricula are addressed. Content knowledge is a prerequisite for methodology courses.

Students (referred to as candidates herein) completing the specified requirements will be recommended for initial teacher certification in South Carolina, which has a reciprocal agreement with many other states. Since certification requirements vary from state to state, candidates are advised to make themselves familiar with the requirements of the states in which they may want to teach. Candidates completing the program requirements will be eligible for recommendation for initial South Carolina certification in the following areas: Early Childhood (PreK-3) and Elementary (2-6). Candidates will also be recommended for Association of Christian Schools International (ACSI) certification.

The M.A.T. program is also designed to meet the scheduling needs of individuals. Candidates may begin the course of study at the beginning of the Fall or Spring semesters. The program may be completed in four terms of full-time study or candidates may extend the time to complete the program. The M.A.T. program director is available to assist candidates in planning their degree program.

Purpose and Unit Outcomes

We strive to produce Christian educators who are involved LEARNERS, effective PRACTITIONERS, and authentic PROFESSIONALS so they can make wise decisions as they create effective learning communities.

Candidate Proficiencies

Candidates will demonstrate that they are becoming “Discerning Educators” when they demonstrate the competencies that show they are:

- Learners who know content, children, and pedagogy.
- Planners who demonstrate effective planning and preparation for instruction.
- Presenters who model effective educational methodology, communication, and technology techniques.
- Evaluators who assess, diagnose, and monitor individual needs to implement differentiated instructional opportunities.
- Managers who create and effectively manage a nurturing environment.
- Partners who collaborate with the child, family, community, and other professionals.
- Professionals who are committed, reflective, model educators who learn from experience and contribute to the profession.

Admission Requirements

Candidates must fulfill specific admission requirements (see M.A.T. Admissions for detailed information).

Course of Study

Program 1	46 hours total
• M.A.T. Orientation	0 hours
EDU 5101 Program Orientation ¹	0
• Fall	14 hours
EDU 5331 Understanding the Learner ⁶	3
EDU 5541 Learning Environment and Classroom Management	2
EDU 6140 Connecting with Families and Communities	2
EDU 5600 Teaching the Content Areas ⁷	6
EDU 6901 Authentic Professional Experiences....	1

• **Spring**14 hours

EDU 5430	Authentic Assessment	.....3
EDU 5660	Integrating Enrichment Areas	.....2
EDU 5810	Students with Diverse Needs	.....2
EDU 5619	Teaching Literacy and Technology ⁷	....6
EDU 6901	Authentic Professional Experiences	....1

• **Summer**9 hours

EDU 7300	Biblical Foundations for Curriculum ^{3,6}	.....3
EDU 6231	History and Philosophy of Education ^{3,4,6}	.....3
EDU 5444	Transformational Education ³	.....3

• **M.A.T. Clinical Practice (Student Teaching)**9 hours

EDU 5931	Student Teaching with Seminar ^{2,5}	.....9
EDU 5975	Evaluative Professional Practice for Teachers ²	.....0

Total Required Hours with Student Teaching46 hours

¹Must be taken the first semester of enrollment, fall or spring.

²May be taken either fall or spring.

³Courses require full-day attendance during intensives.

⁴Must be taken in order to be recommended by CIU for ACSI certification.

⁵Student teaching will be completed in a Columbia, S.C. area public school and is full time.

⁶Available as an online course, contact program director for details.

⁷Must be taken with EDU 6901

Those candidates meeting the requirements for student teaching exemption will graduate with 38 total hours. See Field Experiences (Practicum) and Clinical Practice (Student Teaching) for further details.

Course of Study

Program 2.....32 hours total

CIU undergraduate students, who meet the competencies and assessments to be accepted into the M.A.T. program, may enroll in the Rapid Advancement for Ministry/Marketplace/Missions Placement (RAMM) during the final semester of their bachelor's degree. The 14 hours of graduate course work may be completed in the fall (EDU 5331, EDU 5541, EDU 6140, EDU 5600, and EDU 6901) or spring (EDU 5430, EDU 5660, EDU 5810, EDU 5619, and EDU 6901).

Milestones

As candidates journey through the M.A.T. program, milestones are reached that serve as a time for evaluation and planning. These are specific points in their learning journey where competencies will have been met. These milestones are:

- Milestone 1: Program Admission
- Milestone 2: Involved Learner Review
- Milestone 3: Effective Practitioner Review
- Milestone 4: Authentic Professional Review
- Milestone 5: Clinical Practice/Student Teaching Admission
- Milestone 6: Clinical Practice/Student Teaching Exit
- Milestone 7: Graduation

Specific dates, deadlines and competencies for each milestone are detailed in the M.A.T. Candidate Handbook.

Field Experiences (Practicum) and Clinical Practice (Student Teaching)

M.A.T. candidates participate in a variety of carefully planned and sequenced field experiences. Candidates experience structured observations in a wide variety of settings, tutoring, small group, and whole class instruction. Field experience will culminate with candidate assuming full responsibility for the teaching process in a classroom during clinical practice/student teaching. Field experiences are integrated within candidate coursework, allowing candidates to spend time in the university classroom and in the field experience classroom. During clinical practice/student teaching, candidates are placed in a local public school classroom full time. In addition to coursework, field experience and competency requirements before clinical practice/student teaching, candidates must have a "cleared" status on an FBI fingerprint and background check. (Eligible applicants who have prior arrests and/or convictions must undergo a review by the State Board of Education and be approved before a certificate can be issued to them.) Candidates must also take the required Praxis II exams prior to entering clinical practice/student teaching. Candidates are not permitted to be employed during clinical practice/student teaching.

Student teaching can be waived with a portfolio of evidence validating both experience and classroom competency. Experience must include at least three years of full-time teaching in the area of certification. The portfolio must include letters of recommendation, annual evaluations documenting successful teaching, and documents verifying proficiency in SC State Standards competencies. Individuals requesting this exemption should discuss their experience with the M.A.T. program director. Candidates granted this exemption will enroll in EDU 6480 Professional Portfolio Development.

Residency and Transfer Requirements

Policies governing transfer credits are outlined in the Admissions section of this material. Transfer credits may be received on a limited basis, but the majority of coursework must be taken at CIU. Candidates wishing to receive transfer credit for the M.A.T. program should consult with the program director.

Time Limitation

The time limit for completion of all requirements is six years measured from the date a candidate is admitted into the M.A.T. Program (Milestone 1).

Graduation Requirements

Candidates must satisfy the following requirements in order to graduate:

- Completion of Milestones 1-6.
- Completion of M.A.T. Course of Study.
- Completion of all Bible/theology and content prerequisites.
- Maintaining a grade point average of 3.0 or above and receiving no grade below “C.”
- Achieving a grade of “B” or better in Clinical Practice/Student Teaching.
- Achieving passing scores (as set by the South Carolina Department of Education) on required Praxis II exams.
- Achieving at least the minimum acceptable competency level rating on each of the seven candidate proficiencies.

- Completion of Graduation Application form. Applications must be received by the Office of the University Registrar no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

It is the candidate’s responsibility to be sure that all prerequisite, course and degree requirements are met. Candidates must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

Although candidates for the Master of Arts in Teaching program must fulfill all requirements as stipulated by the catalog, additional program requirements found in the M.A.T. Candidate Handbook must also be fulfilled for successful completion.

Certification Recommendation Requirements

Candidates who wish to be recommended for South Carolina state initial certification must meet the following requirements:

- Completion of Milestone 7 Graduation.
- Submission of Application for Student Teaching Approval and Initial Certification.

The application for initial licensure in South Carolina includes a fingerprint review to determine any criminal history, state or federal. Note: Pursuant to Section 59-25-115 of the SC Code of Laws, all teacher candidates must have a cleared background check on file with the South Carolina Department of Education before they can begin the student teaching semester. Background checks are valid for 18 months. Eligible applicants who have prior arrests and/or convictions must undergo a review by the State Board of Education and be approved before a certificate can be issued to them. The requirements for a teaching credential in South Carolina are subject to change by the State Board of Education and the South Carolina General Assembly during the period for such credential. The College of Education may revise the M.A.T. program at any time and cannot assume responsibility for

changes or additional courses, including revisions due to changes in state standards.

Candidates who wish to be recommended for Association of Christian Schools International certification must meet the following requirements:

- Completion of EDU 6231 History and Philosophy of Education at CIU with a grade of “C” or better.
- Completion of Clinical Practice/Student Teaching with a grade of “B” or better.
- Completion of all requirements for graduation.

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Overview

The Master of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL) program prepares professional teachers of English to Speakers of Other Languages with a foundation in the theory and practice of English language teaching. The aim of the program is to prepare theoretically informed and practically equipped, competent, caring and culturally sensitive ESOL teachers and leaders for domestic and international K-12 and adult classrooms. Upon completing this program, students can be recommended to receive ACSI certification in TESOL.

Purpose

The M.A. TESOL program is designed to do the following:

- Prepare professional teachers of English to speakers of other languages with the necessary knowledge base and skills to teach in an effective, culturally sensitive way.
- Prepare graduates to take up leadership roles in the field of TESOL.

Objectives

On completion of the M.A. TESOL program, the graduate will be able to demonstrate the following:

- Command of the concepts and terminology of the major divisions of descriptive linguistics in order to be able to put them to use in the language classroom.
- Ability to develop curriculum for English language learners (ELLs).
- Ability to implement an appropriate language program at a North American and/or an International school setting.
- Ability to assess ELLs' language proficiency level in order to design appropriate instruction and adopt appropriate teaching strategies.
- Demonstration of the dispositions of Christian educators.
- Professional knowledge of English grammar.

- Ability to teach listening, speaking, reading and writing at novice, intermediate, and advanced levels of proficiency.
- Ability to develop and evaluate language teaching materials.
- Ability to plan language courses and assess all areas of language skills for the purpose of proficiency, placement and achievement testing.
- Understanding of the dynamic cultural forces which affect life and ministry in a multicultural setting.
- Ability to use English teaching as a ministry.

Admission Requirements

Students must fulfill specific requirements prior to admission to the program (see Admissions for detailed information) and must complete nine hours of foundational Bible/Theology courses before graduation. Candidates for admission who hold an undergraduate degree in Bible, a Bible certificate or who have completed 30 hours of Bible coursework are exempt from taking the nine hours of prerequisite coursework (see Prerequisite Policy).

Course of Study

• TESOL Core	12 hours
EDU 5045 Methods and Techniques of Teaching Reading, Writing, & Grammar	3
EDU 5320 Principles and Strategies of Teaching ESOL to Elementary and Secondary Learners	3
EDU 6031 Curriculum, Assessment, and Administration for ELLs	3
LNG 5710 Theoretical Foundations for Language Teaching	3
• Linguistics Core	6 hours
LNG 5720 Linguistics 1: Phonetics, Phonology & Morphology	3
LNG 6650 English Syntax	3
• Education Courses	6 hours
EDU 6231 History and Philosophy of Education ¹	3

EDU 7300	Biblical Foundations for Curriculum ¹	3
• EDU or ICS Elective (to be approved).....3 hours		
• Practicum and Internship 3 hours		
EDU 6910	Practicum	1
EDU 6939	TESOL Internship	2
• Total Required Hours 30 hours		

¹This course is also available online. Please consult with advisor for details.

Continuance Requirements

Student performance in the M.A. TESOL program is checked periodically to ensure that the student is progressing appropriately toward meeting program objectives. The following requirements must be met by all M.A. TESOL students:

- Maintaining a minimum GPA of 2.70 with no grade below a “C.”
- Evidence of motivation and ability to complete the requirements.
- Evidence of spiritual commitment consistent with the objectives of CIU.
- Participation in self-evaluation of educator competencies.
- Submission of satisfactory faculty recommendations.

Students should strive to maintain these standards during their entire time in the program, but student progress is formally evaluated twice during the program, after the completion of 12 and 24 semester hours. At these two checkpoints, students are reviewed by College of Education faculty. Any student not satisfying the requirements is advised in writing of appropriate remedi-

ation steps or, in limited cases, of the need to withdraw from the program.

Time Limit

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.A. TESOL program.

Residency Requirements

Course credits earned at another institution may be counted toward the M.A. TESOL degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student’s advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

Graduation Requirements

- Students must complete 30 hours of specified course work with a minimum GPA of 2.70 and no grade below a “C” in order to graduate.
- Completion of Graduation Application form. Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

Note: It is the student’s responsibility to be sure that all prerequisite courses and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

MASTER OF EDUCATION

Overview

The Master of Education (M.Ed.) graduates complete a concentration in one of the following two areas:

- Educational Administration
- Curriculum and Instruction

The Master of Education (M.Ed.) prepares practicing educators for Christian school administrative and instructional leadership positions in the United States and around the world. The program is designed to be completed in two to four years, through a combination of online and campus courses. A year-round option may be available depending on the program track. Students should consult with the M.Ed. program director or advisor in planning their degree programs. This program leads to the appropriate Association of Christian Schools International (ACSI) professional certificate.

Objectives

Outcome 1.

Develop **competency in content** so that the candidate:

- a. Demonstrates the ability to apply the principles of a Christian philosophy throughout all educational endeavors.
- b. Demonstrates the ability to apply the principles of biblical foundations of curriculum, teaching and learning theory, and the nature and needs of the learner.
- c. Demonstrates an intentionality to create a climate conducive for spiritual transformation within the learning community.

Outcome 2.

Develop **proficiency in skills to promote learning for all students** so that the candidate:

- a. Demonstrates the ability to employ research procedures and technology to solve problems within the classroom and school.
- b. Demonstrates the ability to apply measurement theory in assessing student learning outcomes.

- c. Demonstrates the ability to foster a nurturing school culture that enhances student learning, including consideration of the diverse nature and needs of the child, family and community.

Outcome 3.

Develop **commitment to professionalism** so that the candidate:

- a. Demonstrates a commitment to the enduring elements of Christian education and can articulate them for diverse audiences.
- b. Demonstrates a commitment to biblical and professional character traits.
- c. Demonstrates a commitment to the professional role of a Christian school educator which includes being a lifelong learner, collaborating with other professionals and community members, reflecting and gaining from experiences, and valuing effective communication.

Admission Requirements

Students must fulfill specific admission and experience criteria (see M.Ed. Admissions for detailed information).

Residency Requirements

Course credits earned at another institution may be counted toward the M.Ed. degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

Graduation Requirements

- Completion of 36 hours of specified coursework with a minimum GPA of 2.70 and no grade lower than a "C"
- Completion of content area and Bible/theology prerequisites courses
- If not a current administrator, completion of the ACSI internship program

Master of Education *continued...*

- Completion of Graduation Application

Applications must be received by the Office of the University Registrar no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

Note: It is the student’s responsibility to be sure that all prerequisite, course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

Time Limit

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.Ed. program.

Educational Administration Concentration

The M.Ed. (Educational Administration) is designed to provide professional growth opportunities for Christian educators in the field of Christian school educational leadership. Students are prepared to assume leadership roles in Christian day, missionary, international or national overseas schools.

The curriculum for this concentration provides opportunities to develop knowledge, skills and dispositions in the broad scope of Christian school administrative responsibilities. These include leadership theory, school law, financial principles, faculty and staff supervision, data-informed decision making, strategic planning and development.

Course of Study

Students must complete 12 hours of **foundations** courses, 12 hours of **core** courses, and 12 hours of **concentration** courses.

- **M.Ed. Foundations Courses**12
- EDU 5331 Understanding the Learner¹3
- EDU 5444 Transformational Education3
- EDU 6231 History and Philosophy of Education¹.....3
- EDU 7300 Biblical Foundations for Curriculum¹3

- **M.Ed. Core Courses**12
- EDU 5430 Authentic Assessment¹3
- EDU 5485 Education Technology¹3
- EDU 6110 Curriculum Development and Instruction¹3
- EDU 6490 Educational Research¹3

- **M.Ed. Concentration Courses**12
- EDU 5141 Introduction to Christian School Education – Administration.....3
- OR
- EDU 5115 Educational Administration3
- EDU 5515 Institutional Advancement3
- EDU 5525 Law and Personnel3
- EDU 6425 Supervision of Instruction¹3

Total Required Hours36 hours

¹ This course is also available in online.

Internship Guidelines

Students without administrative experience must successfully complete an internship. Student internships should be arranged through the ACSI internship program. Exceptions must be by approval of the program director. Register for EDU 6940 Internship in Educational Administration if credit is desired.

Curriculum and Instruction Concentration

The M.Ed. (Curriculum and Instruction) is designed to provide professional growth opportunities for Christian educators. Students are prepared to assume leadership roles as master teacher, curriculum developer and instructional supervisor in Christian school settings.

The curriculum for this concentration provides opportunities to develop knowledge, skills and dispositions in curriculum theory, instructional strategies and supervision principles. A student may choose a curriculum with an individualized concentration.

Course of Study

Students must complete 12 hours of **foundations** courses, 12 hours of **core** courses, and 12 hours of **concentration** courses.

- **M.Ed. Foundations Courses**12
- EDU 5331 Understanding the Learner¹3

Master of Education *continued...*

EDU 5444	Transformational Education	3	EDU 5338	Critical Thinking: Knowledge, Skills and Application.....	2-3
EDU 6231	History and Philosophy of Education ¹	3	EDU 5340	Teaching the Whole Truth	3
EDU 7300	Biblical Foundations for Curriculum ¹	3	EDU 5410	Counseling Process in Christian Schools	3
• M.Ed. Core Courses.....12			EDU 5415	Crisis Care for Children in Trauma	3
EDU 5430	Authentic Assessment ¹	3	EDU 5541	Learning Environment and Classroom Management	2
EDU 5485	Education Technology ¹	3	EDU 5592	Studies in Christian School Leadership.....	2
EDU 6110	Curriculum Development and Instruction ¹	3	EDU 5600	Teaching Content Areas	6
EDU 6490	Educational Research ¹	3	EDU 5660	Integrating Enrichment Areas	2
• M.Ed. Generalist Concentration Courses			EDU 5619	Teaching Literacy and Technology	6
EDU 5142	Introduction to Christian School Education – Curriculum and Instruction	3	EDU 5610	Students with Diverse Needs	2
OR			EDU 5711	Teaching and Assessing Young Children	3
EDU 6620	Advanced Instructional Strategies: Understanding by Design	3	EDU 5721	Integrating the Early Childhood Curriculum.....	3
EDU 6425	Supervision of Instruction ¹	3	EDU 6031	Curriculum, Assessment, and Admin for English Language Learners	3
EDU 6610	Advanced Instructional Strategies: The Differentiated Classroom	3	EDU 6140	Connecting Families and Communities	2
EDU 7400	Advanced Instructional Design	3	EDU 6410	Biblical Dynamics of Counseling	3
Total Required Hours			EDU 6630	Issues in Curriculum	3
36 hours			EDU 6640	Issues in Guidance	3
¹ This course is also available in online.			EDU 6650	NILD Training (Level 1)	3
			EDU 6651	NILD Training (Level 2)	3
			EDU 6652	NILD Training (Level 3)	3
			EDU 6901	Authentic Professional Experiences ..	1-3
			EDU 7960	Professional Project	2-6

Individualized Concentration Courses

In lieu of the curriculum and instruction generalist concentration courses listed above, students may individualize their concentration courses with electives to include specific areas of interest (e.g., early childhood, elementary or secondary contents, TESOL guidance, learning disabilities). A year-round option may be available depending on the program track. Consult with your advisor in planning your concentration for approved courses and scheduling.

EDU 5054	Teach Reading, Writing and Grammar	3
EDU 5100	Topics in Christian Education	1
EDU 5135	Contemporary Educational Issues	1
EDU 5310	Christian School Guidance Program	3
EDU 5320	Principles and Strategies of Teaching ESOL K-12	3
EDU 5325	Theoretical Foundations for Language Teaching and Learning	3

EDUCATION SPECIALIST

Overview

The Education Specialist (Ed.S.) program is designed to meet your professional development needs as a Christian educational leader. Birthed from CIU's long-standing commitment to Christian school and Christian higher education, the Education Specialist program aims to develop you to lead, model, think, communicate and research with biblical excellence. In short, you will grow in your ability to enhance God's kingdom work in Christian educational institutions and to represent Christian education perspectives in the broader society. Students are admitted in cohort groups which meet each summer. Ed.S. graduates complete a concentration in Educational Leadership.

Objectives

- Candidates will understand biblical perspectives, foundational theories, research findings, cultural/sociological dynamics and alternative models for educating diverse learners in contemporary Christian educational institutions, and they will analyze, synthesize and evaluate these elements so as to enhance Christian education.
- Candidates will understand biblical perspectives, theoretical approaches, research findings and alternative models of effective leadership and functioning of organizations, groups and individuals within organizations; and they will analyze, synthesize and evaluate these elements so as to enhance their understanding of quality Christian education leadership.
- Candidates will understand the components and process of quantitative and qualitative research which produce new theory, knowledge of effective practices, and solutions to educational questions/problems within an educational institution.

The applicant is likely, through CIU's Education Specialist program, to enhance personal calling

and ministry and to contribute to the quality of Christian education through leadership, research, presentation and publication.

Admission Requirements

Students must fulfill specific admission and experience criteria (see Ed.S. Admissions for detailed information).

Transfer Credit and Residency

A maximum of 15 credit hours of appropriate graduate coursework in education may be applied toward the Education Specialist program, as determined by the program director. Transfer credit must be from an accredited institution with a grade of B- or higher. The total credits applied to the student's master's degree and CIU Ed.S. program, combined, must total no less than 66 semester hours.

Not more than 49 percent of the Education Specialist degree may be earned at the Korntal campus; not more than 49 percent of the degree may be earned online.

The following courses must be taken at the post-graduate level (EDU 9xxx) at CIU (Columbia or Korntal) and cannot be completed by transfer. Substitutions may be permitted with advisor approval, if the equivalent graduate-level course has been completed at CIU:

EDU 9019	Seminar in Core Values
EDU 9300	Biblical Foundations for Curriculum and Pedagogy*
EDU 9310	Curriculum Theory and Design
EDU 9510	Biblical Leadership
EDU 9515	Leadership and Organizational Behavior

* EDU 9209 Theological and Pedagogical Foundations for Theological Education may be substituted for EDU 9300.

Pre- and Co-requisites

Prerequisites (12 credits: one course from each of the four topics below)

- Christian life development or spiritual formation
- Missions
- Biblical studies (ex: Old or New Testament surveys, Progress of Redemption) or theology or Bible book studies
- Biblical interpretation or hermeneutics

Note: Prerequisites may also be satisfied by (a) a Bible certificate or (b) a total of thirty (30) credit hours of coursework in Bible and theology from an accredited college or university.

Co-requisite (completed during program orientation)

- EDU 9010 Seminar in Core Values (0 credits)

Course of Study

(Bold courses required and must be taken at CIU)

EDU 9010	Seminar in Core Values	0
EDU 9200	Historical and Philosophical Perspectives on Education	3
EDU 9300	Biblical Foundations for Curriculum and Pedagogy	3
EDU 9310	Curriculum Theory and Design	3
EDU 9320	Teaching and Learning Theory	3
EDU 9510	Biblical Leadership	3
EDU 9515	Leadership and Organizational Behavior	3
EDU 9540	Models of Strategic Planning and Organizational Assessment	3
EDU 9525	Principles of Organizational Team Building	3
EDU 9xxx	Educational Electives	12
Total Required Hours		36

Graduation Requirements

Students pursuing the Education Specialist degree are required to satisfy the following graduation requirements:

- Recommendation by the faculty of eligibility for the degree on the basis of satisfactory completion of program requirements and evidence of Christian maturity and leadership during studies at CIU.
- Successful completion of prerequisite courses.
- Successful completion of a minimum of 36 semester credits of approved course work with a minimum cumulative grade point average of 3.2 (on a 4.0 scale), with no grade below “B-” applicable to the degree. A maximum of 15 credits of appropriate graduate coursework (“B-” or higher) may be applied, but transfer grades are not calculated in the cumulative grade point average.
- Settlement of all financial obligations to CIU.

Time Limit

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the Education Specialist program.

DOCTOR OF EDUCATION

Overview

The Doctor of Education (Ed.D) graduates complete a concentration in one of the following four areas:

- Christian School Leadership
- Curricular and Instructional Leadership
- Christian Higher Education Leadership
- Leadership in International Theological Education

The Doctor of Education (Ed.D.) program is designed to meet your professional development needs as a Christian educational leader. Birthed from CIU's long-standing commitment to Christian school and Christian higher education, the Ed.D. program aims to develop you to lead, model, think, communicate and research with biblical excellence. In short, you will grow in your ability to enhance God's kingdom work in Christian educational institutions and to represent Christian education perspectives in the broader society. Students are admitted in cohort groups during the summer.

Objectives

The Doctor of Education program calls for students to demonstrate learning in specified areas of educational leadership. To this end, the program specifies 17 competencies which students must satisfactorily demonstrate for completion of degree requirements. Six competencies are addressed in a summative portfolio of student assignments and projects; nine are addressed in the qualifying exam taken near the conclusion of coursework; and two are addressed through the doctoral dissertation.

The competencies are supported by program courses.

All candidates must demonstrate satisfactory competence on all required outcomes. No competencies will be waived. Students who do not take a specified program course or elective which is associated with a specified competency must still prepare to demonstrate that outcome through the portfolio or qualifying exam.

General objective categories are:

- Candidates will understand biblical perspectives, foundational theories, research findings, cultural/sociological dynamics and alternative models for educating diverse learners in contemporary Christian educational institutions, and they will analyze, synthesize and evaluate these elements so as to enhance Christian education.
- Candidates will understand biblical perspectives, theoretical approaches, research findings, and alternative models of effective leadership and functioning of organizations, groups and individuals within organizations; and they will analyze, synthesize and evaluate these elements so as to enhance their understanding of quality Christian education leadership.
- Candidates will understand the components and process of quantitative and qualitative research which produce new theory, knowledge of effective practices and solutions to educational questions/problems within an educational institution.

Admission Criteria

A graduate faculty admissions panel reviews applicants and recommends acceptance according to their satisfaction of the following criteria:

- Master's degree is from an accredited institution (or an institution which meets the academic standards of CIU) and provides a relevant foundation for doctoral studies in educational leadership. (An education or education-related field is the strongly preferred, but not required, focus of the master's degree.)
- Applicant's performance in graduate coursework indicates a strong ability to be successful in doctoral-level studies.
- Applicant speaks and writes the English language effectively as evidenced in a writing sample that demonstrates abilities to do doctoral research and writing.
- Applicant's Christian maturity is appropriate for leadership.
- Administrative (K-12, higher education)

Doctor of Education *continued...*

experience and other evidence indicate the doctoral degree will enable the applicant to enhance the student's leadership role and contribution to the cause of Christian education.

- Graduate Record Examination (GRE) results (desired minimum of 50th percentile on Verbal and on Analytical) or Miller Analogies Test (MAT) score (desired minimum of 50th percentile) indicate applicant is capable of quality performance in graduate studies. The exam must have been taken within the last five years.

For admission requirements and processes unique to the Doctor of Education program, please see:

https://online.ciu.edu/ICS/Prospective_Students.

When the number of qualified applicants exceeds the cohort enrollment limit, the most qualified applicants will be considered for admission.

Transfer Credit and Residency

A maximum of 15 credit hours of appropriate graduate coursework in education may be applied toward the Ed.D. program, as determined by the program director. An additional nine credit hours in education courses may be transferred from post-master's coursework. Transfer credit must be from an accredited institution with a grade of B- or higher. The total credits applied to the student's master's degree and CIU doctoral program, combined, must total no less than 87 semester hours.

Not more than 49 percent of the Ed.D. degree may be earned at the Korntal campus; not more than 49 percent of the degree may be earned online.

The following courses must be taken at the doctoral level at CIU (Columbia or Korntal) and cannot be completed by transfer. Substitutions may be permitted with advisor approval, if the equivalent graduate-level course has been completed at CIU:

EDU 9019	Seminar in Core Values
EDU 9300	Biblical Foundations for Curriculum and Pedagogy*
EDU 9310	Curriculum Theory and Design

EDU 9510	Biblical Leadership
EDU 9515	Leadership and Organizational Behavior
EDU 9610	Advanced Educational Research Design
EDU 9620	Qualitative Research
EDU 9630	Research and Authorship for Publication
EDU 9700	Doctoral Dissertation
EDU 9209	Theological and Pedagogical Foundations for Theological Education**
EDU 9535	Governance and Management in Educational Institutions**
EDU 9340	Spiritual Formation in Educational Institutions**
EDU 9601	Research Methods in Theological Education I**
EDU 9602	Research Methods in Theological Education II**
EDU 9603	Research Methods in Theological Education III**

*Not required for the Leadership in International Theological Education concentration

**Required for the Leadership in International Theological Education concentration only

Pre- and Co-Requisites for All Concentrations

Prerequisites (12 credits; one course from each of four topics; to be completed prior to Qualifying Exam)

- Christian life development or spiritual formation
- Missions
- Biblical studies (ex: Old or New Testament surveys; Progress of Redemption) or theology or Bible book studies
- Biblical interpretation or hermeneutics

Co-Requisites

- EDU 9010 Seminar in Core Values (0 credits)
- EDU 9690 Portfolio and Qualifying Exam Competencies (0 credits)

Note: Prerequisites may also be satisfied by (a) a Bible certificate or (b) a total of thirty (30) credit hours of coursework in Bible and theology.

Doctor of Education *continued...*

Christian School Leadership Concentration

The Doctor of Education (Christian School Leadership) is designed for administrators of Christian K-12 schools: headmasters, principals, assistant principals and other individuals responsible for leadership and management decisions in primary and secondary Christian educational institutions. The curriculum for this concentration provides opportunities to develop your knowledge and skills in educational leadership, instructional supervision, strategic planning, assessment, spiritual formation, legal issues and instructional delivery systems in the K-12 environment.

Course of Study

(Bold courses required and must be taken at CIU or Korntal)

◆ Required Courses45 hours

EDU 9010	Seminar in Core Values	0
EDU 9200	Historical and Philosophical Perspectives on Education	3
EDU 9300	Biblical Foundations for Curriculum and Pedagogy	3
EDU 9310	Curriculum Theory and Design	3
EDU 9320	Teaching and Learning Theory	3
EDU 9510	Biblical Leadership	3
EDU 9515	Leadership and Organizational Behavior	3
EDU 9540	Models of Strategic Planning and Organizational Assessment	3
EDU 9525	Principles of Organizational Team Building	3
EDU 9600	Research Statistics Competency	0
EDU 9610	Advanced Educational Research Design	3
EDU 9620	Qualitative Research	3
EDU 9630	Research and Authorship for Publication	3
EDU 9690	Portfolio and Qualifying Examination Competencies	0
EDU 9700	Doctoral Dissertation	12

◆ Concentration Electives21 hours (21 credit hours from among the following)

EDU 9150	Contextualizing Christian Education in Diverse Settings*	3
EDU 9330	Measurement and Assessment Theory*	3
EDU 9340	Spiritual Formation in Educational Institutions	3
EDU 9350	Models of Effective Instruction*	3
EDU 9360	Contemporary Innovations in Curriculum and Instruction	3
EDU 9520	Leading, Developing and Evaluating Faculty	3
EDU 9535	Governance and Management in Educational Institutions*	3
EDU 9545	Alternative Educational Delivery Systems*	3
EDU 9550	The Legal Environment and the Christian School*	3
EDU 9555	Development and Finance in Educational Institutions	3

or other educational courses approved by the student's academic advisor

*Offered on request with minimum of five students

Total Required Hours66

Curricular and Instructional Leadership Concentration

The Doctor of Education (Curricular and Instructional Leadership) is designed for individuals leading curriculum development or assisting others in teaching and learning at either the K-12 or postsecondary education levels: curriculum coordinators, curriculum specialists, instructional designers, online instructional designers, lead teachers and supervising faculty. The curriculum for this concentration provides opportunities to develop your knowledge and skills in educational leadership, curriculum theory and design, instructional development, curriculum innovation, assessment of instruction, spiritual formation and methods of instructional delivery.

Course of Study

Bold courses required and must be taken at CIU or Korntal)

◆ Required Courses45 hours

EDU 9010	Seminar in Core Values	0
EDU 9200	Historical and Philosophical Perspectives on Education	3
EDU 9300	Biblical Foundations for Curriculum and Pedagogy.....	3
EDU 9310	Curriculum Theory and Design	3
EDU 9320	Teaching and Learning Theory.....	3
EDU 9510	Biblical Leadership.....	3
EDU 9515	Leadership and Organizational Behavior	3
EDU 9540	Models of Strategic Planning and Organizational Assessment.....	3
EDU 9525	Principles of Organizational Team Building	3
EDU 9600	Research Statistics Competency.....	0
EDU 9610	Advanced Educational Research Design	3
EDU 9620	Qualitative Research	3
EDU 9630	Research and Authorship for Publication	3
EDU 9690	Portfolio and Qualifying Examination Competencies	0
EDU 9700	Doctoral Dissertation	12

◆ Concentration Electives21 hours (21 credit hours from among the following)

EDU 9150	Contextualizing Christian Education in Diverse Settings*	3
EDU 9330	Measurement and Assessment Theory*	3
EDU 9340	Spiritual Formation in Educational Institutions.....	3
EDU 9350	Models of Effective Instruction*	3
EDU 9360	Contemporary Innovations in Curriculum and Instruction	3
EDU 9370	Curriculum and Culture: Historical Perspectives*	3
EDU 9380	Instructional Design*	3
EDU 9520	Leading, Developing and Evaluating Faculty.....	3
EDU 9545	Alternative Educational Delivery Systems*	3

or other educational courses approved by the student's academic advisor

*Offered on request with minimum of five students

Total Required Hours66

Christian Higher Education Concentration

The Doctor of Education (Christian Higher Education Leadership) is designed for administrators in Christian colleges, seminaries and adult educational organizations: presidents, academic deans, student deans, assistant deans, executive directors, assistant directors, registrars, student services professionals, and other individuals responsible for leadership and management in postsecondary Christian educational institutions. The curriculum for this concentration provides opportunities to develop your knowledge and skills in educational leadership, faculty development, strategic planning, assessment, spiritual formation, adult education, resource development and instructional delivery systems in the postsecondary environment.

Course of Study

(Bold courses required and must be taken at CIU or Korntal)

◆ Required Courses45 hours

EDU 9010	Seminar in Core Values	0
EDU 9200	Historical and Philosophical Perspectives on Education	3
EDU 9300	Biblical Foundations for Curriculum and Pedagogy.....	3
EDU 9310	Curriculum Theory and Design	3
EDU 9320	Teaching and Learning Theory.....	3
EDU 9510	Biblical Leadership.....	3
EDU 9515	Leadership and Organizational Behavior	3
EDU 9540	Models of Strategic Planning and Organizational Assessment	3
EDU 9525	Principles of Organizational Team Building	3
EDU 9600	Research Statistics Competency	0
EDU 9610	Advanced Educational Research Design.....	3
EDU 9620	Qualitative Research	3
EDU 9630	Research and Authorship for Publication	3
EDU 9690	Portfolio and Qualifying Examination Competencies	0
EDU 9700	Doctoral Dissertation.....	12

Doctor of Education *continued...*

◆ **Concentration Electives****21 hours**
(21 credit hours from among the following)

EDU 9330	Measurement and Assessment Theory*	3
EDU 9340	Spiritual Formation in Educational Institutions	3
EDU 9359	Theological Education as Adult Education**	3
EDU 9360	Contemporary Innovations in Curriculum and Instruction	3
EDU 9429	Leadership for Instructional Resources**	3
EDU 9520	Leading, Developing and Evaluating Faculty	3
EDU 9535	Governance and Management in Educational Institutions*	3
EDU 9545	Alternative Educational Delivery Systems*	3
EDU 9555	Development and Finance in Educational Institutions	3

or other educational courses approved by the student's academic advisor

*Offered on request with minimum of five students

Total Required Hours**66**

Leadership in International Theological Education Concentration

The Doctor of Education (Leadership in International Theological Education) is designed for leaders of colleges, schools and seminaries engaged in theological education in the international context: presidents, principals, rectors, executive directors, deans, senior faculty, missionary educators and others responsible for leadership and management of postsecondary Christian education in theological institutions and theological training settings. The curriculum for this concentration provides opportunities to develop your knowledge and skills in educational leadership, theological education, adult education, cultural contextualization, faculty development and alternative delivery systems appropriate for Christian postsecondary education outside the United States. Enrollment in the Leadership in International Theological Education concentration requires proficiency in both English and German (speaking and writing). The program is offered

through a combination of courses taken in Korntal, Germany; Columbia, S.C.; and online.

Course of Study

(Bold courses required and must be taken at CIU or Korntal)

◆ **Required Courses****45 hours**

EDU 9010	Seminar in Core Values	0
EDU 9209	Theological and Pedagogical Foundations of Theological Education***	3
EDU 9310	Curriculum Theory and Design**	3
EDU 9320	Teaching and Learning Theory	3
EDU 9340	Spiritual Formation in Educational Institutions	3
EDU 9510	Biblical Leadership	3
EDU 9515	Leadership and Organizational Behavior	3
EDU 9535	Governance and Management in Educational Institutions**	3
EDU 9601	Research Methods in Theological Education I***	1
EDU 9602	Research Methods in Theological Education II***	1
EDU 9603	Research Methods in Theological Education III***	1
EDU 9610	Advanced Educational Research Design	3
EDU 9620	Qualitative Research	3
EDU 9630	Research and Authorship for Publication	3
EDU 9690	Portfolio and Qualifying Examination Competencies****	0
EDU 9700	Doctoral Dissertation	12

◆ **Concentration Electives****21 hours**
(21 credit hours from among the following)

EDU 9060	Leadership and Conflict Transformation in Intercultural Contexts***	3
EDU 9300	Biblical Foundations for Curriculum and Pedagogy	3
EDU 9330	Measurement and Assessment Theory*	3
EDU 9359	Theological Education as Adult Education**	3
EDU 9429	Leadership for Instructional Resources**	3

Doctor of Education *continued...*

EDU 9520	Leading, Developing and Evaluating Faculty.....	3
EDU 9525	Principles of Organizational Team Building	3
EDU 9545	Alternative Educational Delivery Systems**	3
EDU 9549	Program Evaluation, Quality Management and Accreditation***	3
EDU 9559	Competence-Oriented Theological Educational***	3

or other educational courses approved by the student's academic advisor

*Offered on request with minimum of five students

Total Required Hours66

Graduation Requirements

Students pursuing the Ed.D. degree are required to satisfy the following graduation requirements:

- Recommendation by the faculty of eligibility for the degree based on both satisfactory completion of program requirements, as well as evidence of Christian maturity and leadership during studies at CIU.
- Successful completion of prerequisite courses prior to admission to candidacy status.
- Successful completion of a minimum of 66 semester credits of approved coursework, including the dissertation, with a minimum cumulative grade point average of 3.2 (on a 4.0 scale), with no grade below "B-" applicable to the degree. A maximum of 15 credits of appropriate master's coursework and an additional 9 credits of appropriate post-master's coursework ("B-" or higher) may be applied, but transfer grades are not calculated in the cumulative grade point average.

- Successful demonstration of competency on each of the program's outcomes through satisfactory completion of portfolio requirements and the qualifying examination. Students in the Leadership in International Theological Education concentration develop an integrative essay in place of a portfolio.
- Successful completion and oral defense of an approved dissertation that exhibits the student's ability to do competent research, to think critically and to communicate effectively.
- Completion of EDU 9610, EDU 9620, EDU 9630, and the dissertation within a period of 48 calendar months at the end of the program.
- Settlement of all financial obligations to CIU.

Time Limit

The three research courses (EDU 9610, EDU 9620, and EDU 9630), the dissertation proposal, and the dissertation must be completed within 48 calendar months. This four-year period begins when the student takes EDU 9610, and all program requirements must be satisfied by the end of the period (prerequisites, courses, portfolio, qualifying examination and dissertation). In extenuating circumstances, a student may petition for additional time to complete the dissertation. If the extension is granted, the student will be assessed an annual continuation fee until all program requirements are met.

COLLEGE OF INTERCULTURAL STUDIES

CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

Overview

The Teaching English as a Foreign Language (TEFL) certificate program is designed for those already involved in Christian ministry who are interested in teaching English as an additional avenue for outreach. The five courses of the certificate provide basic teaching theory and skills and an understanding of how language works.

Purpose

The Certificate in TEFL program focuses on providing introductory level TEFL training for people who expect to be involved in volunteer English teaching. (Students who desire more training for full-time English as Foreign Language teaching should apply to the M.A. in TEFL/ICS degree program.)

Objectives

On completion of the Certificate in TEFL, the graduate will be able to demonstrate the following:

- Basic ability to teach listening, speaking, reading and writing at novice, intermediate and advanced levels of proficiency.
- Basic ability to develop and evaluate language teaching materials.
- Basic ability to use English teaching as a ministry.

Admission Requirements

Students must fulfill specific admission requirements prior to acceptance to the program (see Admissions for detailed information). Students taking the certificate who want to continue on in the M.A. in TEFL/ICS program must complete the additional admission requirements (including prerequisites) for that program.

For international students whose first language is not English, a score of 100 on the Internet-based test, 250 on the computer-based test or 600 or

above on the paper version of the Test of English as a Foreign Language (TOEFL) is required before being admitted into the M.A. in TEFL/ICS program.

Note: Applicants cannot apply for this program online. Request a paper application from the Graduate Admissions Office by calling (800) 777-2227, ext. 5024, emailing yesgrad@ciu.edu or by writing the office at Columbia International University, P.O. Box 3122, Columbia, SC 29230-3122.

Course of Study

LNG 5710	Theoretical Foundations for Language Teaching	3
LNG 5040	Methods & Techniques of Teaching Listening, Speaking, & Pronunciation	3
LNG 5045	Methods & Techniques of Teaching Reading, Writing & Grammar	3
LNG 6650	English Syntax	3
LNG 6905	TEFL Practicum	0.5

Total Required Hours12.5 hours

Residency Requirements

No transfer credit is approved for this program. All courses must be taken at CIU.

Time Limit

The time limit for completion of all requirements is two years measured from the date a student enrolls in on-campus coursework in the Certificate in TEFL program.

Completion Requirements

Students must complete 12.5 hours of specified course work with a minimum GPA of 2.7 in order to receive the Certificate in TEFL.

Note: It is the student's responsibility to be sure that all requirements are met.

MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE/INTERCULTURAL STUDIES (M.A. TEFL/ICS)

Overview

The Master of Arts in Teaching English as a Foreign Language/Intercultural Studies (M.A. in TEFL/ICS) is designed to prepare professional teachers of English as a foreign language with the knowledge and skills needed to teach in an effective, culturally sensitive way. The program also prepares graduates to take leadership roles in the field of teaching English to speakers of other languages in both non-English and English speaking cultures. Bible co-requisites are given under Admission Requirements. For international students whose first language is not English, a score of 100 on the Internet-based test, 250 on the computer-based test or 600 or above on the paper version of the Test of English as a Foreign Language (TOEFL) is required before being admitted into the M.A. in TEFL/ICS program.

Purpose

The M.A. in TEFL/ICS program is designed to do the following:

- Prepare professional teachers of English as a foreign language with the necessary knowledge base and skills to teach in an effective, culturally sensitive way.
- Prepare graduates to take up leadership roles in the field of teaching English as a foreign language.

Objectives

Upon completion of the M.A. in TEFL/ICS program, the graduate will be able to demonstrate the following:

- Command of the concepts and terminology of the major divisions of descriptive linguistics in order to be able to put them to use in the language classroom.
- Ability to analyze ESL students' language in order to diagnose language learning needs and design appropriate instruction.

- Professional knowledge of English grammar.
- Ability to teach listening, speaking, reading and writing at novice, intermediate, and advanced levels of proficiency.
- Ability to develop and evaluate language teaching materials.
- Ability to plan language courses and assess all areas of language skills for the purpose of proficiency, placement and achievement testing.
- Understanding of the dynamic cultural forces which affect life and ministry in a second culture.
- Ability to use English teaching as a ministry.

Admission Requirements

Students must fulfill specific admission and 12 credits of foundation Bible/theology course prerequisite requirements prior to internship, including MIN 5300 Foundations of Spiritual Development, a Bible survey course, a hermeneutics course and a theology course (see Admissions for detailed information). Candidates for admission who hold an undergraduate degree in Bible, a Bible certificate or who have completed 30 hours of Bible coursework are exempt from taking the 12 hours of prerequisite coursework.

Course of Study

• TEFL Core.....	18 hours
LNG 5710	Theoretical Foundations for Language Teaching .....3
LNG 5040	Methods & Techniques of Teaching Listening, Speaking, & Pronunciation .....3
LNG 5045	Methods & Techniques of Teaching Reading, Writing & Grammar .....3
LNG 5720	Linguistics 1: Phonetics, Phonology & Morphology..... 3
LNG 5730	Linguistics 2: Semantics, Pragmatics & Sociolinguistics .....3
LNG 6650	English Syntax .....3

• **Intercultural Studies Core**9 hours

ICS 5031	The Mission of God	.....3
ICS	Electives	.....6

• **Practicum and Internship**3 hours

LNG 6905	TEFL Practicum (.5 credit per semester)	.....1
LNG 7970	TEFL Internship*	.....2

• **Total Required Hours**30 hours

* This course is generally completed in the summer following the completion of all other coursework.

Continuance Requirements

Student performance in the M.A. in TEFL/ICS program is checked periodically to ensure that the student is progressing appropriately toward meeting program objectives. The following requirements must be met by all M.A. in TEFL/ICS students:

- Maintaining a minimum GPA of 2.7.
- Evidence of motivation and ability to complete the requirements.
- Evidence of spiritual commitment consistent with the objectives of CIU.
- Participation in self-evaluation of educator competencies.
- Submission of satisfactory faculty recommendations.

Students should strive to maintain these standards during their entire time in the program, but student progress is formally evaluated twice during the program, after the completion of 12 and 24 semester hours. At these two checkpoints, students are reviewed by TEFL faculty. Any student not satisfying the requirements is advised in writing of appropriate remediation steps or, in limited cases, of the need to withdraw from the program.

Time Limit

The time limit for completion of all requirements is six years measured from the date a student begins coursework in the M.A. in TEFL/ICS program.

Residency Requirements

Course credits earned at another institution may be counted toward the M.A. in TEFL/ICS degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

Graduation Requirements

- Students must complete 30 hours of specified coursework with a minimum GPA of 2.7.
- Completion of Graduation Application form.

Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

Note: It is the student's responsibility to be sure that all prerequisite, course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

Admissions

ADMISSIONS

Who Should Apply?

Applicants should evidence strong Christian character and commitment, potential for effectiveness in Christian ministry, and the scholastic achievement, communication skills and intellectual ability needed for graduate studies.

Our student body includes a blend of people fresh out of college, those with careers, single and married persons, and transfer students. The student body includes people of diverse ages, geographical and cultural backgrounds, personal and family backgrounds, and denominational affiliations. This diversity adds to the richness of the CIU educational experience.

Prospective students are encouraged to discuss plans, goals and questions with our concerned and experienced admissions staff. Within the United States, call our toll-free number (800) 777-2227. Outside the United States, please call (803) 807-5024. Fax us at (803) 223-2500 or email us at yesgrad@ciu.edu.

Admissions Procedures

1. Complete the online application. Or request a paper copy from the Graduate Admissions Office by calling (800) 777-2227, ext. 5024, emailing yesgrad@ciu.edu or by writing the office at Columbia International University, P.O. Box 3122, Columbia, SC 29230-3122.
2. Provide:
 - Completed application form, the application fee (\$45) and a written Christian Experience essay.
 - Official transcripts from each postsecondary institution. Transcripts should show date of graduation, grade-point average, and all courses taken. Remember, all transcripts must be sent directly from the school to CIU. Personal copies are not official.
 - References from pastor and two other persons on forms provided. Note: Completed reference forms should be mailed directly to the Graduate Admissions Office.

- Documentation of any program-specific admissions requirements. Any test scores (e.g., GRE, Praxis I:PPST, Praxis II 0014) or other documentation required should be submitted to the Graduate Admissions Office as soon as possible. Score reports must come directly from the testing agency.
3. Confirm intention to enroll within 21 days from receipt of acceptance letter by sending the \$300 enrollment deposit and, if planning to live in the Residence Hall, the \$100 housing deposit for students starting in the Fall or Spring semesters. Graduate education students in Summer Studies should submit a tuition deposit of \$300 and, if desiring to live on campus, a housing deposit of \$50 with their registration form. 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 housing deposit reserves space in the residence hall and is applied toward room and board costs at the time of enrollment. For more details on refunds, see the financial information section of this catalog. The enrollment deposit is waived for the spouse of a full-time Graduate Program student.
 4. A medical form will be sent from the Health Services Office after acceptance. The completed immunization verification, medical history and insurance information must be received by health services before the student may register for classes. Not required for summer-only and online students.

Note: 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, usually two to four weeks after all application materials are received. Please see website for upcoming semester deadline. In the College of Counseling, students are notified two to four weeks after their group interview.

General Admissions Requirements

Race, ethnic origin, nationality, sex or disability are not factors in our selection process. Applicants who have been divorced will be considered for admissions on a case-by-case basis. 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 lifestyle standards of the CIU community. The basic criteria for selection of students include the following:

- Evidence of Christian conversion (normally at least one year prior to enrollment) and development in Christian character.
- Evidence of Christian character, submission to the will of God and willingness to accept the administration's authority and guidelines.
- Evidence of the physical and emotional health needed for academic success and the ability to participate in the cross-cultural, church, marketplace and/or ministry roles for which they are preparing.
- Evidence of ability to successfully pursue an academic program. Requirements for individual degree programs are listed in the Specific Requirements for each degree (see also Probationary Acceptance).
- Evidence of effective use of English (international students should see the section International Applicants for information on specific requirements).
- A bachelor's degree from an accredited institution. (Students holding a baccalaureate degree from a non-accredited institution may in some cases still be eligible for admission. See Non-Accredited Degrees for more information.)
- Agreement with the Doctrinal Standard. An applicant will not be admitted who denies any teaching expressed in the Doctrinal Standard. (Exception: Students are not required to affirm the pre-millennial position expressed in Section 8 of the Doctrinal Standard.)

In addition to the general requirements listed above, the various degree programs have specific prerequisite and entrance requirements related to their professional fields. (See the following sec-

tions.) Acceptance by the Graduate Admissions Office into a Graduate Program does not guarantee admission to candidacy or graduation.

College of Counseling Specific Requirements: M.A. in Counseling

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Counseling** program must satisfy the following:

1. Applicants must have completed a bachelor's degree from a regionally accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale, or 3.0 GPA in their major field of study, or a minimum 3.0 GPA for the last 60 credits in their undergraduate degree.

Students with a lower GPA may document their ability to succeed in a Graduate Program by one of the following:

- a. score above the 50th percentile on the GRE (Verbal Reasoning, Quantitative Reasoning and Analytic Writing), or
- b. complete a minimum of nine graduate level credit hours from a regionally accredited college or university with a minimum B- grade in each course.

International applicants must have completed the equivalent of a U.S. bachelor's level degree.

2. Applicants must have a minimal understanding of the language and concepts of psychology to be successful in the program. Therefore the following undergraduate courses with a minimum 2.7 (B-) grade (or a score of 50 on the CLEP or 55 on the DANTES examinations) are prerequisites for full admission:
 - a. Introduction to Psychology or General Psychology
 - b. Developmental, Lifespan Developmental, or Human Growth and Developmental Psychology within a social science or educational program:

Applicants without these courses can be conditionally accepted pending successful completion of the courses. However, applicants are strongly encouraged to complete these

courses as soon as possible, as they will not be allowed to take counseling courses that have these undergraduate courses for prerequisites.

3. All applicants must submit scores on the Graduate Record Examination (GRE) General Test that includes all three sections (Verbal Reasoning, Quantitative Reasoning and Analytic Writing). The GRE is used as only one of the evaluative tools and has no minimum score requirement.
4. Evidence of potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts and career goals relevant to the program.

Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in a group interview day.

Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for international applicants.

Note: Students not meeting the psychology coursework requirement may complete undergraduate psychology courses through the CIU College of Arts & Sciences or transfer in credits from other accredited institutions.

Course Credit Transfer Policy: A maximum of 12 credits will be considered for transfer toward the counseling core from another accredited school. No transfer of credit will be accepted for the following courses: CNS 5305 Applied Biblical Foundations of Counseling, CNS 5306 Foundations of Clinical Mental Health Counseling, CNS 5313 Personal & Spiritual Development, CNS 5342 Foundations of Marriage and Family Counseling, CNS 6912 Advanced Counseling Techniques and Practicum, CNS 6937 Supervised Internship 1, CNS 6938 Supervised Internship 2.

College of Education Specific Requirements: M.A. in Bible Teaching

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Bible Teaching** program must satisfy the following:

1. Evidence of ability to successfully pursue an academic program. Students must have a 2.70 GPA minimum for the most recent degree obtained or scores above the 50th percentile on the Graduate Record Examination (GRE). The exam must have been taken within the last five years. The GRE can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS at www.ets.org (CIU code is 5116).
2. Demonstrate Basic Academic Proficiency by submitting an official Praxis I: Pre-Professional Skills Test (PPST) prescribed minimum scores. (Minimum scores are 175 on the Reading test, 173 on the Writing test, and 172 on the Math test.) The Praxis I can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS at www.ets.org (CIU code is 5116).
3. Appropriate undergraduate background. While expertise in all disciplines is not expected, a student must demonstrate reasonable competency in content areas by completing at least 36 semester hours in undergraduate liberal arts and distributed in at least four of the following core areas:
 - Language Arts
 - Social Science/Humanities
 - Natural Science
 - Math
 - Technology
 - Fine Arts
4. Foundational knowledge in Bible and theology. This requirement is satisfied by **one** of the following:*
 - an undergraduate degree of at least 30 hours in Bible and Theology (must include a course on Hermeneutics) from a Bible college or Christian liberal arts college or university.
 - a Bible certificate of at least 30 hours in Bible and Theology (must include a course in Hermeneutics)
 - a total of 30 hours of coursework in Bible and theology (must include a course in Hermeneutics)

5. Disposition and motivation toward Bible teaching. Complete a successful interview with program director and/or education faculty in person or by phone.

***Note:** Students not meeting this requirement should apply to the Biblical and Theology Certificate program at CIU Seminary & School of Ministry. After completing the Biblical and Theology Certificate, students would qualify to apply to the M.A. in Bible Teaching program.

College of Education Specific Requirements: M.A. in Teaching

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Teaching (M.A.T.)** program must meet five conditions as part of being accepted into the M.A.T. program. Requirements 1 and 2 must be met prior to acceptance into the program. Requirement 4 must be met prior to enrolling in M.A.T. methods courses. Requirements 4 and 5 must be met prior to clinical practice/student teaching.

1. Evidence of ability to successfully pursue an academic program may be demonstrated by **one** of the following:
 - a. Provide a 2.70 GPA minimum for most recent degree obtained.
 - b. Submit an official Graduate Record Examination minimum combined score of 850 for verbal and quantitative sections (a minimum score of 425 on each exam is preferred) and a minimum rating of 3.0 on the written exam. The exam must have been taken within the last five years.
2. Demonstrate basic academic proficiency. Proficiency may be demonstrated by **one** of the following:
 - a. Submit an official Praxis I: Pre-Professional Skills Test (PPST) with prescribed minimum scores. (Minimum scores are 175 on the Reading test, 173 on the Writing test, and 172 on the Math test.) The Praxis I can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS at www.ets.org (CIU code is 5116).
 - b. Submitting a score of 150 or higher for the Praxis II Exam: Elementary Education: Content Knowledge Exam (0014). This exam tests content in Language Arts, Mathematics, Science and Social Studies. Information on test sites and registration is available directly from ETS at www.ets.org
3. Disposition and motivation toward teaching. Complete a successful interview with program director and/or education faculty in person or by phone.
4. Appropriate undergraduate background. It is generally agreed that the best preparation for classroom teaching is a well-balanced undergraduate program. An applicant may provide evidence for this requirement in one of the following methods:
 - a. Demonstrate reasonable competency (a grade of "C" or higher) in content areas by completing at least 36 semester hours that include courses from each of the following areas:
 - i. Language Arts (e.g., Literature, Composition, Speech)¹
 - ii. Natural Science (e.g., Life Sciences, Physical Sciences, Earth Sciences)²
 - iii. Social Studies (e.g., American History, World Civilizations, Psychology, Sociology, Anthropology)²
 - iv. Mathematics (e.g., College Math, Algebra, Geometry, Analysis, Calculus)²

¹This course requirement must be met before enrollment in the EDU 5619 Teaching Literacy and Technology course.

²The course requirements for Science, Social Studies and Mathematics must be met before enrollment in the EDU 5600 course.
 - b. Submitting a score of 150 or higher for the Praxis II Exam: Elementary Education: Content Knowledge Exam (0014). This exam tests content in Language Arts, Mathematics, Science and Social Studies. Information on test sites and registration is available directly from ETS at www.ets.org
5. Disposition and motivation toward Bible teaching. Complete a successful interview with program director and/or education faculty in person or by phone.

(CIU code is 5116).

5. Foundational knowledge in Bible and theology must be met prior to clinical practice/student teaching. This requirement is satisfied by one of the following:
 - a. an undergraduate degree in Bible from an accredited Bible college or Christian liberal arts college or university
 - b. a Bible certificate (see Prerequisite Policy)
 - c. a total of thirty (30) semester hours of coursework in Bible and theology (see Prerequisite Policy)
 - d. a minimum of nine (9) semester hours of specific Bible/theology courses (see Prerequisite Policy).

Students and prospective candidates may register for up to 14 semester hours prior to being fully admitted into the M.A.T. program. Only students fully admitted into the M.A.T. program may register for M.A.T. methods courses, practicum, and Clinical Practice/Student Teaching.

Any student accepted on probation will have one semester to qualify for full acceptance.

College of Education Specific Requirements: M.A. in TESOL

1. Evidence of ability to pursue successfully an academic program. Students must have a 2.70 GPA minimum for most recent degree obtained or submit verbal test scores above the 50th percentile and analytical writing scores above 3.5 on the Graduate Record Examination. The exam must have been taken within the last five years.
2. Foundational knowledge in Bible and theology. This requirement is satisfied by **one** of the following:
 - a. an undergraduate degree in Bible from an accredited Bible college or Christian liberal arts college or university (see Prerequisite Policy)
 - b. a Bible certificate (see Prerequisite Policy)
 - c. a total of thirty (30) semester hours of coursework in Bible and theology (see Prerequisite Policy)
 - d. a minimum of nine (9) semester hours of spe-

cific Bible/theology courses (see Prerequisite Policy).

3. For an international student whose first language is not English, a score of 100 on the Internet-based test, 250 on the computer-based test or 600 or above on the paper version of the Test of English as a Foreign Language (TOEFL) is required before being admitted into the M.A. TESOL program.

College of Education Specific Requirements: Master of Education

The Master of Education degree offers two different concentrations: Educational Administration and Curriculum and Instruction. Admissions requirements vary slightly depending on the concentration desired. In addition to satisfying the general admissions requirements listed above students applying to the **Master of Education** must satisfy the following requirements:

1. Evidence of ability to pursue successfully an academic program. Students must have a 2.70 GPA minimum for most recent degree obtained or submit verbal test scores above the 50th percentile and analytical writing scores above 3.5 on the Graduate Record Examination. The exam must have been taken within the last five years.
2. Previous experience in education. Students applying to the M.Ed. program can satisfy this requirement by verifying either two years classroom experience, a current teaching certificate, an undergraduate degree in education, or a minimum of two years educational administration.
3. Foundational knowledge in Bible and theology. This requirement is satisfied by one of the following:
 - a. an undergraduate degree in Bible (either from a Bible college or Christian liberal arts college or university)
 - b. a Bible certificate (see Prerequisite Policy)
 - c. a total of thirty (30) semester hours of coursework in Bible and theology (see Prerequisite Policy)
 - d. a minimum of nine (9) semester hours of

specific Bible/theology courses (see Prerequisite Policy). It is recommended, but not required, that these courses be taken before admission to the College of Education, but they must be completed prior to application for graduation.

4. A limited number of students without one of these experiences, who otherwise meet the requirements and who display exceptional leadership qualities, may be accepted on the basis of specific coursework and leadership recommendations.

a. While expertise in all disciplines is not expected, a student must demonstrate reasonable competency in content areas by completing at least 36 semester hours in undergraduate liberal arts in at least four of the following core areas:

- Language Arts
- Social Science
- Natural Science
- Math
- Technology
- Fine Arts

b. A student may present evidence of leadership experience with a letter of recommendation from an appropriate professional within the educational field (e.g., school board member hiring the student, headmaster recommendation for staff development). This information should be included in the references completed as part of the application packet.

Note: Students not meeting all undergraduate course requirements may complete the courses through CIU Undergraduate Programs.

College of Education Specific Requirements: Education Specialist

A graduate faculty admissions panel reviews applicants and recommends acceptance according to their satisfaction of the following criteria:

- Master's degree is from an accredited institution (or an institution which meets the academic standards of CIU) and provides a relevant foundation for postgraduate studies in educational leadership. (An education or education-related

field is the strongly preferred, but not required, focus of the master's degree.)

- Applicant's performance in graduate coursework indicates a strong ability to be successful in postgraduate studies.
- Applicant speaks and writes the English language effectively as evidenced in a writing sample that demonstrates abilities to do doctoral research and writing.
- Applicant's Christian maturity is appropriate for leadership.
- Administrative (K-12, higher education) experience and other evidence indicate the Ed.S. degree will enable the applicant to enhance the student's leadership role and contribution to the cause of Christian education.
- Graduate Record Examination (GRE) results (desired minimum of 50th percentile on Verbal and on Analytical) or Miller Analogies Test (MAT) score (desired minimum of 50th percentile) indicate applicant is capable of quality performance in graduate studies. The exam must have been taken within the last five years.

For admission requirements and processes unique to the Education Specialist program, please see:

https://online.ciu.edu/ICS/Prospective_Students.

When the number of qualified applicants exceeds the cohort enrollment limit, the most qualified applicants will be considered for admission.

College of Education Specific Requirements: Doctor of Education

A graduate faculty admissions panel reviews applicants and recommends acceptance according to their satisfaction of the following criteria:

- Master's degree is from an accredited institution (or an institution which meets the academic standards of CIU) and provides a relevant foundation for doctoral studies in educational leadership. (An education or education-related field is strongly preferred, but not required, focus of the master's degree.)
- Applicant's performance in graduate coursework indicates a strong ability to be successful in doctoral-level studies.

- Applicant speaks and writes the English language effectively as evidenced in a writing sample that demonstrates abilities to do doctoral research and writing.
- Applicant's Christian maturity is appropriate for leadership.
- Administrative (K-12, higher education) experience and other evidence indicate the doctoral degree will enable the applicant to enhance leadership roles and contributions to the cause of Christian education.
- Graduate Record Examination (GRE) results (desired minimum of 50th percentile on Verbal and on Analytical) or Miller Analogies Test (MAT) score (desired minimum of 50th percentile) indicate applicant is capable of quality performance in graduate studies. The exam must have been taken within the last five years.

For admission requirements and processes unique to the Doctor of Education program, please see: https://online.ciu.edu/ICS/Prospective_Students.

When the number of qualified applicants exceeds the cohort enrollment limit, the most qualified applicants will be considered for admission.

College of Intercultural Studies Specific Requirements: M.A. TEFL/ICS

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Teaching English as a Foreign Language/Intercultural Studies** must satisfy the following:

1. Evidence of ability to successfully pursue an academic program. Students must have a 2.70 GPA minimum in undergraduate study or scores above the 50th percentile on the Graduate Record Examination. International Students whose first language is not English must score 600 on the paper-based examination or 250 on the computer-based examination or 100 on the Internet-based test of the Test of English as a Foreign Language (TOEFL).
2. Foundational knowledge in Bible and theology. This requirement is satisfied by one of the following:
 - a. an undergraduate degree in Bible (either from a Bible college or Christian liberal arts college or university)
 - b. a Bible certificate (*see Prerequisite Policy*)
 - c. a total of twelve (12) hours of coursework in Bible and theology, including MIN 5300 (Foundations of Spiritual Development), a Bible survey course, a hermeneutics course, and a theology course. (*see Prerequisite Policy*)

Prerequisite Policy

In general, the graduate programs are designed to build on students' previous experiences and study. Therefore, most of the programs have specific areas of study that should have been addressed in the students' undergraduate coursework. For students without this foundational knowledge, prerequisite courses are outlined in the specific requirements for each program. In some cases, they refer solely to content directly related to the professional field ("content prerequisites"), and, in other cases, prerequisite courses are used to satisfy Bible and theology requirements ("Bible/theology prerequisites"). All content courses used to satisfy prerequisite requirements must be from an accredited institution. Prerequisite requirements must be documented by a transcript.

Content Prerequisites: Courses satisfying these requirements are available at many accredited colleges and universities nationwide. All are also available on CIU's campus through the undergraduate programs. Advanced Placement, College Level Examination Program (CLEP) or DANTES Subject Standardized Test (DSST), credit can be utilized to satisfy prerequisite requirements for graduate programs if documented on the student's undergraduate transcript. Scores of 3-5 on AP courses, a score of 50 on the CLEP, or 55 on the DANTES examinations, can be credited to satisfy M.A. in Counseling, M.A. in Teaching, and Master of Education undergraduate prerequisites.

Bible/Theology Prerequisites: While the Bible is considered foundational to all study at CIU, some graduate programs are designed to build on previous biblical studies while others integrate the necessary Bible study into the program. Careful attention should be paid to the specific requirements for the desired degree program. Of course, advanced biblical study is highly recommended and opportunity for further study is readily available at CIU Seminary & School of Ministry (SSM).

The Bible/Theology prerequisites can be met in the following ways:

1. Bible certificate. This option is available for the M.A. in Teaching, M.A. in TEFL/ICS, M.A. TESOL, M.A. in Bible Teaching, Master of Education, Education Specialist, and Doctor of Education degrees. The certificate must be from an accredited institution. Bible certificates on the undergraduate and graduate levels are available at many Bible colleges and seminaries and usually consist of approximately 30 hours of coursework in Bible and theology. The CIU College of Arts & Sciences offers an undergraduate Bible certificate program. CIU Seminary & School of Ministry (SSM) also offers a Biblical Ministries Certificate Studies program at the graduate level with courses available either on campus or through online courses.
2. Thirty (30) hours of coursework in Bible and theology. This option is available for the M.A. in Teaching, M.A. in TEFL/ICS, M.A. TESOL, M.A. in Bible Teaching, Master of Education, Education Specialist, and Doctor of Education degrees. The coursework must be from an accredited institution. Selected courses can be satisfied by successfully passing Advanced Standing exams with an assigned SSM professor. Arrangements for these exams should be made through your assigned program advisor.
3. Nine (9) semester hours of specific Bible/theology courses (three hours from each category listed in the adjacent column). This option is available for the M.A. in Teaching, M.A. TESOL, and Master of Education degrees only. Courses may be at either the undergraduate or the graduate level. Courses numbered 1000-4000 are undergraduate-level courses and are offered on campus through the CIU undergraduate programs. Courses numbered at the 5000 level are graduate-level courses and are offered on campus through CIU Seminary & School of Ministry. Courses are available as online courses. Selected courses can be satisfied by successfully passing Advanced Standing exams with an assigned SSM professor. Arrangements for these exams should be made through your assigned program advisor. Courses from other accredited institutions may be accepted, but applicants should contact the program director for approval. Applicants must have at least **three** hours of coursework from each section:
 - **Bible Survey**
 - BIB 1110 Old Testament Survey (5)
 - BIB 1112 Old Testament Survey: Part 1 (2) online only
 - BIB 1113 Old Testament Survey: Part 2 (3) online only
 - BIB 1120 New Testament Survey (3)
 - BIB 4310 Progress of Redemption (3)
 - BIB 5112 Genesis-Song of Solomon (3)
 - BIB 5113 Prophets (3)
 - BIB 5132 Gospels/God's Means of Providing Redemption (3)
 - BIB 5133 Acts-Revelation (3)
 - BIB 6320 OT Theology (3)
 - BIB 6330 NT Theology (3)
 - **Biblical Hermeneutics/Bible Interpretation**
 - BIB 3420 Principles of Bible Interpretation (3)
 - BIB 5410 Basic Biblical Hermeneutics (3)
 - **Theology Course**
 - THE 2110 Survey of Bible Doctrine (3) online only
 - THE 3301 Theology I: God, Christ, Spirit (3)
 - THE 3302 Theology II: Sin and Salvation (3)
 - THE 6310 Systematic Theology I (3)
 - THE 6320 Systematic Theology 2 (3)
4. For the Education Specialist and Doctor of Education programs, 12 credit hours (undergraduate or graduate) of prerequisites with a grade of "C" or better from an accredited college or university are required before taking the

qualifying examination for candidacy. One course in each of the following four areas is required:

- Christian life development or spiritual formation
- Missions
- Biblical studies (ex: Old or New Testament surveys; Progress of Redemption) or theology or Bible book studies
- Biblical interpretation or hermeneutics

Note: Ed.D. prerequisites may also be satisfied by (a) a Bible certificate or (b) a total of thirty (30) credit hours of coursework in Bible and theology from an accredited college or university.

5. The Master of Arts in Counseling program has two general psychology prerequisites as noted in the program's admission section. The initial biblical/theological foundation for the curriculum is based on the following courses: BIB 6310 Progress of Redemption, CNS 5305 Applied Biblical Foundations of Counseling, CNS 5306 Foundations of Clinical Mental Health Counseling, CNS 5313 Personal & Spiritual Development, and CNS 5342 Foundations of Marriage and Family Counseling. This foundation is then integrated throughout the curriculum.

International Applicants

Applicants for whom English is not their first language are required to take the Test of English as a Foreign Language (TOEFL) Exam and must score a 550 on the paper-based examination or 213 on the computer-based examination or 79 on the Internet-based examination before being considered for acceptance into the Graduate Program of Columbia International University. International students applying for the M.A. in TEFL/ICS or M.A. TESOL programs must have a score of 600 on the paper-based examination or 250 on the computer-based examination or 100 on the Internet examination. This includes internationals transferring to CIU from another graduate school in the United States unless the student has completed a degree in which English was the primary medium of instruction. The TOEFL Exam is avail-

able through American consular offices at www.ets.org. CIU's code number is 5116.

International students from institutions outside the United States will need to provide an evaluation of their degree by the World Education Services (WES). More information on this process is available online at <http://www.wes.org>.

Acceptance for study does not imply the availability of scholarship or other financial assistance.

Non-Degree Students

Although students are normally accepted for study on the condition that they intend to complete requirements for a degree program, other persons not applying for a specific degree program may be accepted as a non-degree seeking student. Applicants must hold at least a baccalaureate degree and be committed to lifestyle standards that are consistent with evangelical Christians and the general ethos of CIU. Information on eligibility, limitations and application procedure is available in the Admissions Office. A maximum of 12 graduate hours may be taken as a non-degree student. Students taking courses for professional development beyond the 12 credits will need to sign the Waiver of Credit Hour Limitation.

Non-Accredited Degrees

The faculty and administration of CIU recognize that there are higher education institutions, both in the United States and around the world, which have chosen to offer quality instruction and training without the benefit of accreditation by an organization approved by the United States Department of Education. In general, students graduating with a bachelor's degree from such institutions are not eligible for admission to a Graduate program. However, in a limited number of cases, it may be determined that the academic rigor required in the bachelor's program was sufficient to merit considering the applicant for admission.

Applicants in this category must satisfy the general admissions requirements for a Graduate Program and the specific requirements for the

program to which they are applying. As evidence of ability to pursue successfully an academic program, applicants must have both the minimum GPA in undergraduate study required by the program to which they are applying and scores above the 50th percentile on the Graduate Record Examination or the minimum as defined by a given program.

Applicants must also provide the following documents from the institution(s) where they completed their earlier study:

- an institutional catalog or other document that includes the institution's history; information on faculty credentials; the institution's relationship to state, regional, national or international educational agencies; the grading system; and course descriptions.
- a list of accredited institutions that have accepted students from the institution for graduate work.
- the syllabi from at least four classes appropriate to program preparation as selected by the applicant.

International students from non-accredited institutions outside the United States will also need to provide the same information and provide applicable GRE scores.

All students admitted to a Graduate Program based on a degree from a non-accredited institution are admitted with provisional acceptance. Therefore, after one regular semester (minimum of nine hours), the student's work is evaluated to determine whether the provisional status should be removed, extended for an additional semester or withdrawn from the program. Generally, probationary status is removed for students who achieve the requisite GPA (3.0 for M.A. in Counseling, 2.70 for all other programs).

Probationary Acceptance

A limited number of applicants may be accepted on a probationary basis if they have received an accredited baccalaureate degree but do not meet the academic requirements for the desired degree program. Students who have not met the minimum GPA/GRE requirements for the program may

be granted probationary acceptance on a case by case basis. After one regular semester of study, the work of students who were admitted on probation is evaluated to determine whether the probationary status should be removed or whether enrollment should be terminated. Generally, probation status is removed for students who achieve the requisite GPA 3.0 for M.A. in Counseling, 2.70 for all other programs).

Transfer Credit

Applicants who have completed graduate work at another accredited institution may receive transfer credit in courses for which they received a grade of "C" or better. Prior to admission, an initial evaluation of the appropriateness of possible transfer courses is determined by the program director or advisor, in consultation with the appropriate dean and course instructors if necessary, based on the currency and/or relevancy of the course content and the relevancy of the course to the program. A final evaluation of transfer credits may not be completed until the end of the student's first semester of study at CIU. Applicants may be asked to send a catalog or prospectus from the other institutions attended. After admission to a program, requests for transfer credit must be approved by the student's advisor and appropriate dean by Academic Petition. All transfer of credit must be from an accredited institution or a non-accredited institution that has been placed on the Graduate Program's approved list following the examination of institutional evidence that courses meet academic rigor in alignment with Columbia International University. The majority of credits for a degree must be completed at CIU.

Instances of Fraud

Anyone found to have been admitted to a Graduate Program 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.

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 Administration Programs. You will have a faculty member who serves as your academic advisor. Your advisor will be contacted by the Office of Student Financial Services, and asked to verify that all of your coursework is required for your degree program.

Return after Absence

Students who have not been enrolled in a Graduate Program for one to three semesters will need to contact the Admissions office to complete an internal rejoin process. Those students who have been out for four or more semesters will need to reapply.

This time frame does not apply to students enrolled in the Summer M.Ed. program. Students in this program who have missed two consecutive Summer Sessions must apply for readmission as outlined above.

CIU Graduates

CIU (undergraduate) graduates wishing to apply for a Graduate Program or the Seminary & School of Ministry will be eligible to complete an abbreviated application process. Please contact the Admissions Office for details.

ADDENDUM FOR GEORGIA STUDENTS ONLY

In keeping with the Georgia Non Public Education Commission's standards on refunds, the following applies to students who are residents of the state of Georgia and taking classes online or at a CIU site in Georgia:

- Refunds are made in full to the student within 30 days of the date of withdrawal.
- Students requesting refunds three days after the start of class will be refunded at least 95% of their tuition.
- Students requesting refunds after completing up to 9% of the instructional time will receive 90% of their tuition.
- Students requesting refunds after completing up to 24% of the instructional time will receive 75% of their tuition.
- Students requesting refunds after completing up to 49% of the instructional time will receive 50% of their tuition.
- Students completing 50% or more of the instructional time will not receive any refund.

ACADEMIC INFORMATION

Academic Catalog and Degree Change

A student's program is governed by the catalog under which the student was admitted. Should a student break matriculation for two consecutive regular terms or two consecutive Summer Sessions (M.Ed. students), the catalog in effect at the time of readmission to CIU must be used to satisfy the requirements for the degree. Students desiring to change degrees or concentrations within a degree must request approval through a Degree Change Application form.

Academic Load

Students registered for at least nine semester hours are considered full time; those registered for six hours are considered three-quarters-time; and those registered for 4.5 hours are considered half time. Full-time student status in the Doctor of Ministry and Doctor of Education programs is defined as three semester credit hours within any of the four terms: Fall, Winter, Spring and Summer (includes both Summer Sessions).

Academic Petitions

Students seeking exceptions to program requirements or academic policies may submit an academic petition. Students may file either a paper copy or an electronic petition. (If a student is filing electronically, the mailbox.ciu.edu email must be used.) The petition must have the signature or e-mail of the student's faculty advisor and, where appropriate, course instructor(s) signature or e-mail before submission to the academic dean for approval. The academic dean will forward the petition to the registrar. The registrar gives final approval. A petition is not final until it is approved by the registrar. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation. Students who wish to take online or Summer Studies from another institution should consult with their faculty advisor and seek prior permission through an academic petition to transfer the credit to CIU. Courses taken without prior

approval through petition may in some cases not be applicable as transfer credit to the student's CIU program.

Academic Probation

Policy: Students are placed on academic probation at the end of any semester in which they earn a grade point average below 3.0 in the M.A. in Counseling, M.A. in Teaching, Education Specialist, and Doctor of Education programs; and 2.70 for all other College of Education programs and for the M.A. in TEFL/ICS program. If a student is on academic probation, no absences from classes are permitted except for illness or emergency. Students on academic probation may be required to carry a reduced course load, to reduce or eliminate employment, to reduce extra-curricular activities or to carry out other measures recommended by the academic advisor or administration to help them improve their scholastic standing. In many instances, such students on academic probation will require additional semesters to complete their studies.

Removal: Academic probation is removed when students accumulate a satisfactory grade point average.

Suspension: Students on academic probation for two consecutive semesters will receive a written warning from the academic dean indicating that failure to remove themselves from academic probation in the succeeding semester will result in dismissal. Students who at the end of any three consecutive semesters have not removed themselves from academic probation will be dismissed from the university.

Students suspended for academic reasons may apply for readmission through the academic dean after an absence of one year. At this time, the 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.

Advanced Placement, College Level Examination Program (CLEP) or DANTES Subject

Standardized Test (DSST) credit can be utilized to satisfy prerequisite requirements for graduate programs if documented on the student's undergraduate transcript. Scores of 3-5 on AP courses, a score of 50 on the CLEP, or 55 on the DANTES examinations, can be credited to satisfy M.A. in Counseling, M.A. in Teaching, and Master of Education undergraduate prerequisites.

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 for a course are at the discretion of the instructor. Late work is not normally accepted. In some cases, instructors may permit an extension at their discretion.

Attendance and Absence Policy

In many respects, the heart of the Graduate Program experience is the work done in the classroom. The CIU faculty, therefore, takes a serious view of class attendance. The course offerings are designed to enrich students' preparation for life. Students will need to absorb and learn more from a course than simply "getting the notes" in order to perform on an examination. Significant insights and perspectives may surface in class and students will also be expected to contribute to class discussion.

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 or WP will be assigned. Where extenuating circumstances are involved, an appeal to the individual's college faculty may be made for special consideration. 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. Students

on academic probation may not miss any classes without prior approval of the instructor of the course or a written medical excuse.

Three unexcused tardies count as one absence. Although it is important to attend whatever portion of class is possible in case of an unforeseeable emergency, missing more than 25 percent of the class period is counted as an absence.

If students are veterans and are receiving government benefits, they are responsible to follow the attendance regulations established by the Veterans Administration.

Examinations

Examination periods are normally designated in course syllabi. Students who cannot avoid missing a test period should consult the teacher ahead of time to request rescheduling. Normally tests may not be made up if they were missed 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. There is no final examination period. Final examinations may be scheduled for one or more class periods near the end of the term. 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 will not carry the same value as the original final examination.

Auditing

An auditor is one who registers to attend a class, but not for academic credit. Auditors are to be observers and not full participants in the course. Students wishing to audit a course should indicate this on an audit registration form. Audit forms are available in the Office of the University Registrar. Students may not receive credit for

audit courses. Audited courses do appear on transcripts. No more than 25 percent of students registered for any course may be auditors.

Awarding Credit Practices

Graduate Credit: An academic unit of graduate credit at CIU is based on the following criteria: (a) a defined academic plan for the student or course is outlined through a written course syllabus, which includes learning resources and activities, clearly defined learning outcome or competencies, and the means through which these outcomes are to be assessed; (b) a credit unit (semester hour) reflects a minimum of 42.5 clock hours of instruction and learning activities per credit hour (the equivalent of 50 minutes of classroom study per week for at least 15 weeks plus two hours per week of learning activities outside the classroom); (c) a CIU approved and qualified instructor (doctoral concentration in the discipline) provides and supervises all aspects of the course; (d) the faculty member of record submits grades to the Office of the University Registrar to verify learning outcomes and the completion of the study, and (e) every course, regardless of delivery mode, is reviewed by the faculty during the regularly scheduled periodic program reviews.

Approval Process: The faculty of the respective school must approve the course description, the amount of credit awarded, and the place of the course within the curriculum (lower division, upper division, elective, core, etc.). The unit of study is approved by the faculty and assigned an academic prefix and course number prior to the delivery of the course. The academic dean's office ensures that the syllabus aligns with the faculty approved course description and that the defined approval procedures have been followed.

Off-Campus Courses

The criteria and approval process above is the same for off-campus courses as it is for on-campus courses.

Faculty Directed Study

The requirements above must be met when designing and delivering a Faculty Directed Study

(FDS). In addition, an FDS proposal must be reviewed and approved by the academic dean of the respective school, and must include a minimum of one professor-student contact per credit hour. (Please see the Faculty Directed Study [FDS] section below.)

Online and Hybrid Courses

In addition to the guidelines above, online and hybrid courses will utilize an approved online course design template that facilitates a delivery format in alignment with the nature of the content and learning activities. Course development will be a collaborative effort between an online instructional designer and a qualified course instructor assigned by the dean (as per current practice).

Consortial Agreements

In addition to the review process above, any coursework provided via another organization on behalf of CIU must be authorized by the faculty via an articulation agreement defining the relationship and demonstrating faculty supervision of the educational experience. Agreements are reviewed annually by the respective academic dean's office. Graduate programs have no current consortial agreements.

Professional Development and Conference Courses

These courses are likewise subject to the guidelines above. Credit earned within these alternative educational venues must involve pre- and/or post-work assigned by the CIU professor approved to teach the parallel course. Students are assigned readings and are to submit reflection papers that overview the content and its relevancy to their professional roles. Following the group learning experience, an application project is to be assigned and completed by the student by a specified date. These are outlined in the syllabus and are aligned with the learner outcomes. The assignments and group learning experiences must address the measurement of these learner outcomes. CIU does not grant credit for previous experiential learning and professional certification.

Commencement

Applying for a Degree: Degrees are awarded at the end of the Summer Studies (August) and at December and May commencement. It is the responsibility of students planning to graduate at the end of any of these terms to file an application for the degree or certificate by deadlines specified in the academic calendar. 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 will not 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. The faculty approves each student individually and reserves the right to refuse a degree to any student whom it regards as not meeting the spiritual, academic, or physical standards of the university.

Awarding a Degree: No 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.

Meaning of a Degree: 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 the student reflect adequate achievement of CIU objectives (including such nonacademic areas as personal morality, positive interpersonal and family relationships, and local church involvement). Although non-academic objectives cannot be measured with complete objectivity, we believe valid and useful assessment is possible and necessary. 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.

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. To qualify for a degree doctrinal-

ly, students must demonstrate an accurate understanding of basic biblical doctrines and be in agreement with the institution's doctrinal statement (with the exception of the premillennial statement, which is not a mandatory requirement).

Students must also demonstrate an accurate understanding of the doctrine of the inerrancy of the Scriptures and affirm belief in that doctrine. Students will not be accepted as a candidate for a degree who affirm error in Scripture or who believe in the ultimate salvation of all people.

Participation in Commencement: All requirements for graduation must normally be met before the student may participate in the commencement exercises. Attendance at commencement is expected of all resident students who have applied for a degree to be conferred at the end of Spring or Fall term.

Since commencement is held only twice per year, August graduating students may participate in May commencement if they anticipate completing all degree requirements by the end of the Summer Session. M.A. in TEFL/ICS students who are completing their internship during Spring semester may request to participate in December's commencement if their internship is not in a local placement. All internship and practicum requirement plans must be approved by April 15 of the year in which the student plans to participate in Spring commencement or Nov. 1 for December commencement. All registrations must be completed, internship or practicum tuition must be paid, and all requirements (including written reports and evaluations) must be completed by the last day of the term following the commencement in which the student participates.

Degree change

Students desiring to change their degree within graduate programs or to Seminary & School of Ministry should request a degree change form from the academic dean's office.

Dismissal

In addition to dismissal for academic reasons, students may be required to withdraw from CIU when their behavior and attitude are inconsistent

with the standards and basic purpose of the university. Such withdrawals may be for a specific time during which the students have opportunity to evaluate their personal goals and relationship to the university. The dean of Student Life serves as the administrator of university policy and the adjudicator in disciplinary matters. (See information regarding student discipline in the Student Life section of this catalog, or consult the student handbook.)

Dual Degrees

In preparation for future ministry, some students may find it helpful to complete further training in multiple areas by completing two (or more) advanced degrees. The “Dual Degree” program permits students to apply up to 50 percent of one graduate degree to another graduate degree at CIU. The required number of credits for completing both degrees may be less than if the two degrees were completed separately; however, students must satisfy all requirements for both degrees, including program admission and completion requirements. Because of the difficulty of ensuring that all requirements from both programs are met, students should consult with advisors from both degree programs as soon as possible during their time at CIU. Coursework applied to a degree in a graduate level program can be applied toward equivalent coursework in a degree of different nomenclature program or toward equivalent coursework in a degree at CIU Seminary & School of Ministry.

There are six separate degree nomenclatures: Master of Arts in Bible Teaching, Master of Arts in Counseling, Master of Arts in Teaching, Master of Arts in Teaching English as a Foreign Language, Master of Arts in Teaching English to Speakers of Other Languages and Master of Education. See the seminary catalog for more information on seminary degrees. Students completing degrees in both a Graduate Program and the seminary must be fully admitted to both schools. Students may pursue multiple degrees sequentially or simultaneously.

Enrollment Information

Entering students register for courses following notification of acceptance. Upon acceptance, an online ID and password are mailed to the student's home address. 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 during the posted pre-registration period and at the beginning of each term. All financial obligations of the preceding semester must be met before the student may register for another term.

Academic Success Center

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, we provide 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 Success Center. Contact them at (803) 807-5612 or academicsuccess@ciu.edu, 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 the Academic Success Center.

Advising

Each student is assigned a faculty advisor according to the student's program preference. The academic advising program is intended to foster developmental relationships between faculty members and individual students as a context for helping students progress toward academic, spiritual, and vocational goals of their program. Students meet with their academic advisors during two to three chapel periods each semester, during pre-registration periods 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.

Bookstore

A campus bookstore provides textbooks and school supplies, reference books, Bibles, gift and novelty items, snacks, Christian CDs and CIU clothing. Students may especially benefit from sales at the end of each semester. Check cashing in small amounts is also available to students.

Copy Center

A school-maintained copy center processes copying requests for faculty, staff and students on a time available basis. Electronic copy cards are available for use in the various copy machines located around campus.

G. Allen Fleece Library

The library provides a collection of over 150,000 print and non-print items, and over 250 print journals on site, and over 10 million titles accessible through an electronic catalog linked with other independent colleges and universities within South Carolina. In addition, access to over 90 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 60,000 libraries worldwide and a statewide book delivery system with 58 other university libraries. 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). The library is a member of the American Theological Library Association (ATLA) and the Association of Christian Librarians (ACL). Visit www.ciu.edu/library for more information.

Curriculum Ministry Resource Department

The Curriculum Ministry Resource Department (CMRD) is an arm of the library housing teaching materials and equipment designed to assist student teachers and those involved in various outreach ministries. The CMRD houses a cataloged collection of over 8,000 resources including DVDs, maps, models, pictures, posters, puppets

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 die cut machines and a laminator are available for creating resources. The Curriculum Material Center (CMC), also a part of the CMRD, houses sample teaching curriculum used in school settings for grades K-6. Curriculum for all grades in the church education setting and for Bible teaching in elementary schools is also available in the CMC.

Student Computing Center

The Student Computing Center (SCC) is located in the Joy Ridderhoff building. The SCC has an open lab and a computer classroom with approximately 50 computers available for lab users. Student computers are also available in the library. The computers run on a Microsoft network and use Windows as the operating system. Microsoft Office 2007 is available on each computer with other software applications such as WordPerfect, MS Works, Biblio 8 and Bible Works. Photo editing software is available on select computers. One digital editing computer is also available for student use. Black and white printing as well as color printing is available in the SCC. Other lab services include scanning, CD burning and Internet access. Registered students will receive their lab account information via CIUOnline.com email. However, those who do not receive their lab account information via email should see the SCC front desk and complete a Student User Login Application. Lab operators are available to help students with various computing needs. The SCC is generally open from 7 a.m.-12 midnight Monday through Thursday, and from 8 a.m.-9 p.m. Friday through Saturday. The SCC is closed on Sundays and during the 10:45 a.m.-11:30 a.m. chapel period Tuesday through Friday. For additional information, contact the SCC Front Desk at (803) 807-5147 or visit www.ciu.edu/scc.

Faculty Directed Study (FDS):

Faculty Directed Study furnishes students 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 the students' education throughout their life. Students may not elect to take a regularly scheduled course through FDS unless the course has been changed by the Graduate Program and created the need for program completion through this alternative. Students wishing to register for FDS must discuss the proposed study with the appropriate faculty member and obtain an FDS form from the academic dean's office or make an electronic request to the faculty member after discussing the proposed study. (If filing electronically, a student must use the mailbox.ciu.edu email address.) The faculty member should make sure the form is completed properly and the electronic request has all the necessary information, including the course title, proposed requirements, including a minimum of one professor-student contact per credit hour, 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 approval. If requesting registration electronically, the form needs to be approved by the professor and then forwarded to the student's academic advisor. If the advisor approves, then the request is forwarded to the academic dean for approval. If the dean approves the request, the registrar will be forwarded the request. Once the approval has been granted, the student is registered for the course through the Office of the University Registrar. A maximum of 12 semester hours of a student's program may be taken by FDS. The regular grading system is used for these courses.

Appealing 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 registrar by means of a Change of

Grade form stating the reason for the change. Students may appeal a grade within 90 days of issue with one exception. At the time of graduation, grades may no longer be appealed unless the student is willing to forego the desired graduation date for a future date to allow for the grade to be changed before final transcripts are issued. 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.

Grade Point Average Computation

- 1. Formula:** The Grade Point Average (GPA) is calculated by the accepted formula of quality points earned divided by credit hours attempted. Columbia International University has adopted a 4.0 grading system for the computation of quality points.
- 2. Inclusion in Cumulative GPA:** The cumulative GPA is calculated only on the basis of courses taken at Columbia International University (including courses taken through Columbia Extension and the Korntal branch campus) and institutions with which the university has a joint course registration agreement.
- 3. Transfer Credit Exclusion:** Transfer credits may be applied toward the degree program when the grade is C or above, but accepted credits are not computed into the GPA.
- 4. Exceptional Case Exclusions:** Courses withdrawn through exceptional circumstances after the normal withdrawal deadline, such as for medical reasons, are not calculated into the GPA.
- 5. Grade Replacements:** Courses in which a grade lower than C (C- or below) is earned may be retaken. Courses in which a grade of C or above is earned may be retaken only by permission of the course instructor, the student's faculty advisor and the dean of the respective college. In both cases, the new grade replaces the former grade in the calculation of the

cumulative GPA, regardless of whether it is better or worse than the grade earned in the first attempt; however, the record of the previous grade remains on the student's transcript. A repeated course counts only once toward degree requirements (e.g., students may not receive double credit for a course). A course may be repeated for credit only twice.

Incomplete

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, 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 and limited to no more than one additional semester), will be decided by the faculty member and documented for the academic dean and Office of the University Registrar. The academic dean must approve any Incomplete that goes past 30 days. 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.

Privacy Rights

The Family Educational Rights and Privacy Act of 1974 (FERPA), 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, practicum and internship assignments and evaluations, grades, veteran affairs, and

Student Life 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 Office of the University Registrar. CIU designates the following categories of student records as public "Directory Information" and may use its discretion in disclosing these data:

- Name, address, email address, telephone number, dates of attendance, classification, photographs.
- Previous institution(s) attended, major field(s) of study, awards, honors, degree(s) conferred (including dates).
- Past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.
- Forms requesting the withholding of "Directory Information" may be obtained from the Office of the University Registrar, and must be signed and returned prior to the first day of the second full week of classes. Unless this form is filed, your approval for disclosure of "Directory Information" is assumed.

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:

1. 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.
2. A student submits work done by another student – in part or whole – in place of own work.
3. A student submits assignments received from commercial firms or any other person or group.

GRADES

Grading System: It is expected that Graduate Program work 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:

Grade	Points Per Semester Hour	Explanation
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Passing
D-	0.7	
F	0.0	Failure
WF	0.0	Withdrawn Failing
I	0.0	Incomplete
S		Satisfactory
U		Unsatisfactory
W		Withdrawal

4. A student knowingly aids another student in plagiarizing an assignment as defined above. Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course and further disciplinary action. When necessary, the appropriate dean will be informed.

(Adapted with permission from the Crown College Student Handbook and the Student's Guide to Public Communication for The University of South Carolina by William M. Strickland.)

Readmission

Students who have not been enrolled in a Graduate Program for one to three semesters will need to contact the Admissions office to complete an internal rejoin process. Those students who have been out for four or more semesters will need to reapply. This time frame does not

apply to students enrolled in the Summer M.Ed. program. Students in this program who have missed two consecutive Summer Sessions must apply for readmission as outlined above.

Student Assessment for Institutional Improvement

In order for CIU to assess 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 of future generations of students.

Transfer Credit Policy

All transfer of credit must be from an accredited institution or a non-accredited institution that has been placed on the Graduate Program's approved list following the examination of institutional evidence that courses meet academic rigor in alignment with Columbia International University. CIU only recognizes accreditation if the institution is accredited by an agency approved by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

In order for a non-accredited institution to be placed on the approved list, the institution must submit an academic catalog in order to allow review of the institution's mission, academic programs, instructional policies and faculty credentials. In addition to the catalog, the institution will provide three sample syllabi in order to allow review of course content and level of learning outcomes. The registrar of the institution must also submit a letter listing accredited institutions that have accepted its graduates for academic work at the appropriate level (undergraduate or graduate). Upon receipt of these documents, a case for or against recommendation is presented to the respective school faculty for approval. Once the institution has gained an "approved status," specific course syllabi must be examined utilizing the same transfer of credit guidelines as per accredited institutions, detailed below. The student is responsible for submitting all documentation in support of a transfer request. Credit for graduate work cannot be transferred into graduate programs at CIU; however, work at an unaccredited school may be reviewed for advanced standing (see below).

Courses submitted for transfer credit must be in alignment with a course within the student's program curriculum. Alignment may be determined through an examination of the learning outcomes or student competencies, the relevancy of content for current "best practice" knowledge base, and the opportunity to learn and practice the skills and dispositions that are essential to the profession. Courses that are parallel to required courses in the core curriculum or the student's major or minor program of studies at CIU may be received

as meeting the requirement upon satisfactory review by the Office of the University Registrar in consultation with the related program directors of the respective schools. Courses that do not parallel any required course may be received as elective credit up to the limit of electives for a particular program in which the student enrolls at CIU. The university is a member of the Higher Education Transfer Alliance (HETA), sponsored by the Council for Higher Education Accreditation (CHEA) and follows HETA guidelines for the evaluation of transfer credit.

To obtain an estimate of transfer credit, applicants must submit official transcripts for all postsecondary 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 postsecondary institutions attended.

The Office of the University Registrar will provide an initial assessment of transfer credit, but a final assignment of transfer credit may not be completed until the end of the student's first semester of study at CIU. Transfer credits may be applied toward a student's curriculum only by approval of the student's academic advisor/program director. After admission to a program at CIU, requests for transfer credit must be approved by the student's academic advisor and respective academic dean by academic petition.

A grade of "C" (2.0 GPA) or better is required for transfer courses. Courses graded "pass/fail" are not transferrable unless it is stipulated on the transcript that a "pass" required a grade equivalent to "C" (2.0) or above.

Transfer credit is limited by residency requirements for the various degree programs. Graduate students must complete a minimum of 50 percent of credits required for the Graduate degree at the Columbia campus or an approved educational site. At the present time, the only alternative approved educational site for completing residency credit is Korntal, Germany. Transfer credits and distance education courses do not count toward the residency requirement.

Advanced standing may be awarded “with credit” or “without credit” for graduate-level credit. Advanced standing without credit entitles the student to waive a curricular requirement in a field previously studied at an unaccredited school and substitute an advanced course at CIU in the same field. Advanced standing with credit satisfies the graduation requirement for which advanced standing is awarded. Advanced standing is awarded only on the basis of written or oral proficiency examination administered at CIU. Advanced standing is available under the following conditions: following conditions:

- With the exception of internship courses, advanced standing with credit may be granted for any course offered at CIU appropriate to the student’s degree program, including free electives.
- Application for advanced standing must be made within one year of matriculation into CIU.
- No more than one-sixth of the requirements of any degree program may be credited through advanced standing.
- Students may not receive advanced standing credit for a course they have audited at CIU.
- An approved Proficiency Exam Authorization form must be submitted to the Office of the University Registrar with evidence that the student has paid the non-refundable examination fee. Competency must be demonstrated by scoring at least 77 percent on a one-time only written and/or oral assessment to be administered by the professor of record of the given course, with final approval granted by the academic dean of the respective school.

Students planning to complete work at another institution in their final semester of study should be aware and advised that their graduation date may be affected. Transcripts not received within 10 calendar days of the end of CIU’s semester will result in deferral of graduation to the subsequent term.

Transcript Request

Official transcripts are maintained by the Office of the University Registrar. 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 Office of the University Registrar and online.

Withdrawal

Withdrawal from a Course: 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, students should consult with their faculty advisor for the proper procedure. Between the drop/add deadline and the withdrawal deadline, students must obtain a “Course Withdrawal” form from the Office of University Registrar, complete the requested information, obtain all required signatures and submit it to the Office of the University Registrar for processing. Course withdrawal should be made as early as possible in the semester. The tuition refund schedule is subject to change; the current rate schedule is available in the Office of the University Registrar. Students withdrawing from a course after the withdrawal deadline will receive a “Withdrawn Failing (WF)” grade, equivalent to a failing (F) grade. In exceptional cases a withdrawal (W) may still be granted by the Graduate Program dean (e.g., medical emergencies, military deployment. See the Office of the University Registrar or Academic 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.

Withdrawal from the University: Students who for any reason consider withdrawing from CIU during a semester should consult with the dean of Student Life and take the necessary steps to withdraw officially. Students who fail to withdraw officially forfeit their right to honorable dismissal and will receive a failing grade in each course for which they are registered during the semester. In cases where it becomes necessary or advisable for a student to withdraw from a Graduate

Program, it is the responsibility of the student to obtain a "School Withdrawal" form from the Office of the University Registrar, complete the requested information and obtain all required authorizations before submitting it to the Office of the University Registrar for processing. Failure to attend classes does not constitute withdrawal and 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 Office of the University Registrar or Dean's Office for medical criteria).

Educational Opportunities

Accelerated Studies (Summer and Winter)

Core and elective courses are offered every year in intensive one, two and three week formats during the months of May through August (Summer Studies Program) and two weeks of January (Winter Studies). 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 continuing education into their schedules. Intensive courses require some level of pre- and post-class work. Upon registration, the student should check the course website or with the Graduate Program Office for any required advance reading or written assignments. During Summer and Winter 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. Information is available from the Graduate Admissions Office.

Distance Education

CIU offers online courses at both the undergraduate and graduate level. These courses are designed to serve students at a distance; however, resident students may also register for them to alleviate schedule conflicts and/or to accelerate progress toward graduation. Students may begin a Graduate Program online or distance course once registration opens, even though the start of the semester may be several months away. Up to 49 percent of a degree may be completed through online courses. Typically, a student must invest 10 hours per week in a Fall or Spring online/distance course and 15-20 hours per week in a Summer Studies online/distance course. Work not completed in a timely fashion during a student's final semester may delay the student's graduation date and/or receipt of a diploma and final transcript. Syllabi, registration deadlines, and additional information about online/distance courses can be found at www.ciu.edu/distance.

Seminary & School of Ministry

CIU Seminary & School of Ministry (SSM) offers undergraduate majors related primarily to church

ministry and graduate degrees related primarily to ministry leadership. At both levels, the faculty seeks to equip Great Commission Christians for ministry in multicultural communities with an emphasis on efficiency, customization, flexibility and accessibility. Our goal is to graduate church and para-church workers who have a heart for the world as well as cross-cultural workers who have a heart for the Church.

SSM undergraduate professional majors include Biblical Languages, Family and Church Education, Pastoral Ministries, and Youth Ministry, Family, and Culture. All undergraduate students earn a major in Bible as well as a professional ministry major. Students who have taken at least 30 semester hours of Bible, Theology and Church History as part of their undergraduate studies qualify for a shortened program of studies at the graduate level (Program 2). They may pursue advanced standing with credit for up to one-sixth of any degree (except the Program 2 Master of Arts [Theological Studies]), thereby further shortening the length of time needed to complete their studies. Students who earn their undergraduate degree from CIU have the opportunity to earn a B.A. and an M.A. in five years (4 +1) or a B.A. and an M.Div. in six years (4 + 2).

At the graduate level, a "building block" approach to the SSM curriculum allows students to move efficiently through different components of their degrees while retaining the option to change their specializations if they wish. Program design takes into consideration previous Bible training and allows students to customize concentrations to meet their needs. Daytime, evening and weekend course scheduling promotes flexibility, while online course formats as well as intensive courses offered both in Columbia and at our site in Atlanta enhance accessibility. Studying through AccessCIU makes it possible for students to complete the M.Div. degree as quickly as 60 months and an M.A. degree as quickly as 40 months without students relocating to Columbia. At our Korntal, Germany site, students may complete the Biblical Ministries Certificate, one of four Master of Arts degrees and the Doctor of Ministry degree with a concentration in International Theological Education.

One-year Certificate programs lay a solid biblical-theological foundation and serve as the first year of a degree program for students who have no previous formal theological education. The Master of Divinity offers concentrations in Academic Ministries, Bible Exposition, Chaplaincy, Global Studies, Ministry Leadership, and Ministry Care. Other ministerial leadership degrees include the Master of Arts in Bible Exposition, the Master of Arts in Chaplaincy, the Master of Arts in Global Studies, the Master of Arts in Ministry Leadership and the Master of Arts in Ministry Care. The Master of Arts (Theological Studies) emphasizes academic/philosophical study in Bible and Biblical Languages, Church History and Theology. The Master of Arts (Intercultural Studies) and Master of Arts (Muslim Studies) degrees prepare students to engage in research and analysis that is informed by those disciplines and contributes to the advance of ministry in the church, missions or marketplace. The Doctor of Ministry degree offers the opportunity for active ministry practitioners to sharpen their skills in the areas of Leadership, Member Care, Military Chaplaincy, Missions and Preaching.

College of Arts & Sciences

CIU's College of Arts & Sciences (CAS) offers collegiate programs leading to a one-year Bible certificate, two-year Associate of Arts degree, and four-year bachelor degrees. All bachelor degree programs feature a Bible major with a professional major and/or minor. This college provides the core curriculum for all undergraduate students in Bible, general education, and the leadership core. Professional majors and minors include: Applied English, Bible Teaching, Business and Organizational Leadership (minor only), Communication, General Studies (for transfer students), Humanities, Middle Eastern Studies, Music and Psychology. Undergraduate majors offered through other colleges on campus include Bible Teaching, Biblical Languages, Family and Church Education, Intercultural Studies, Pastoral Ministries, Teacher Education (via an M.A.T. program), Teaching English as a Foreign Language (minor only), and Youth Ministry, Family, and Culture. The College of Arts & Sciences is large enough to offer a complete range of academic studies and extracurricular activities, yet small enough for a family atmosphere. Thirty percent of the undergraduate students are married. An exceptional faculty ministers to motivated students in an atmosphere of discipline, dedication and joy.

Student Financial Services

STUDENT FINANCIAL SERVICES

When students are unable to fully fund their education from personal resources, it is CIU's policy to attempt to assist them in obtaining additional financing from federal, institutional and private resources to the extent possible. 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.

The following requirements are necessary to be eligible for financial assistance:

- Acceptance by the CIU Admissions Office
- Completion of the FAFSA (annually) and CIU Scholarship Application
- Enrollment as a degree-seeking student
- Institutional aid requires full-time enrollment
- Federal student loans require minimum half-time enrollment (4.5 hours per semester)
- For federal aid, student must be U.S. citizen or eligible non-citizen and certify funds will only be used for educational expenses
- Recipients of federal student loans must certify that they are not in default on any federal student loan and do not owe a repayment on a federal student grant

The two applications needed to determine a student's eligibility are the Free Application for Federal Student Aid (FAFSA) and the CIU Scholarship Application. The FAFSA is available online at www.fafsa.ed.gov. CIU's federal school code is 003429. The CIU Scholarship Application is available on Financial Aid Online which is located at online.ciu.edu.

FEDERAL FINANCIAL AID

Once you submit your FAFSA, the Office of Student Financial Services will contact you regarding the completion of your financial aid file. You must respond immediately to any request for additional information or documentation. Failure to do so could cause you to forfeit awards.

Graduate students, if eligible, can receive federal loans and work-study. Current information on federal aid is available online at www.ciu.edu/become-student/financial-aid, or by visiting the Office of Student Financial Services.

Federal Work-Study (FWS)

The Federal Work-Study Program is a need-based program of financial aid providing students an opportunity to work part time in an approved on-campus job or community service position. It provides an excellent opportunity for students to earn money and obtain transferable skills while attending CIU. To be eligible for work-study, a student must be enrolled at least half time in a degree-seeking program and have documented need. "Need" is calculated based on the information submitted on the FAFSA.

The Office of Student Financial Services and the Office of Career Services oversee the Federal Work-Study Program. All jobs are listed on online.ciu.edu. Students are encouraged to apply early.

Federal Direct Loan Program

The Federal Direct Loan is a long-term educational loan. The student borrows from the U.S. Department of Education. Graduate students may qualify for the Federal Direct Unsubsidized Loan. The unsubsidized loan accrues interest while you are in school, but repayment is deferred for a one-time, six-month grace period after graduation or dropping below half-time enrollment. The borrower can either pay the interest or allow the interest to be capitalized (added to the principal). Graduate students have an annual loan limit of \$20,500.

Summer Students

Although CIU does not offer regular scholarships during summer terms, students can be considered for federal loans if they are enrolled at least half time in a degree-seeking program and have not already taken their full loans for the academic year.

International Students

International students do not complete the FAFSA. Instead they should contact the Office of Student Financial Services to obtain the necessary instructions related to the application process. 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:

- 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
- Demonstrate mission quality to the institution
- Demonstrate strong Christian character and spiritual maturity

INSTITUTIONAL FINANCIAL AID

CIU awards institutional financial aid on a first-come, first-served basis, based on available funding. All awards are subject to revision. The Office of Student Financial Services works with the student to determine the best overall financial aid package for the student. For more detailed information, please refer to the financial aid page on the CIU website:

<http://www.ciu.edu/become-student/financial-aid>.

CIU Scholarships and Grants

Graduate students must be enrolled full time in a degree-seeking program to be eligible for CIU

scholarships and grants. Moreover, they must maintain satisfactory academic progress and meet all CIU community standards.

CIU scholarships and grants are only awarded during the fall and spring semesters. It is best to understand a grant as an entitlement that the student receives, possibly in conjunction with other grants. Scholarships are awarded on the basis of specific criteria. Students are eligible for any grant for which they are qualified, but may receive only one scholarship.

Many CIU scholarships and grants have been established by and are funded through individuals, families and institutions that are deeply committed to God’s work around the world and to the role that CIU plays in training laborers for that work. Student recipients of these scholarships and grants are required to provide an appropriate “thank you” letter to the donor(s).

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 programs out of the institution’s commitment to that principle.

- **Guest Pass** – This 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. Spouses must be in the same course as their partners. 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 Office of the University Registrar.
- **Partners in Ministry Grant** – This grant is available to the enrolled spouse of a full-time, degree-seeking student in any of the colleges of the University. This grant pays tuition for one class per semester. Fees or other charges are the responsibility of the student. This grant is awarded based on available funding. Contact the Office of Student Financial Services for details regarding application process and deadlines.

Outside Scholarships

Literally thousands of scholarships are offered each year through private foundations and civic organizations. Students are encouraged to visit www.ciu.edu/become-student/financial-aid for links to scholarship search websites. Through your own diligence in seeking out possibilities, God may choose to provide for you through private foundations and organizations.

OTHER AID SOURCES AND INFORMATION

Veteran's Benefits

If you are an eligible veteran, you are encouraged to pursue the possibility of Veteran's Educational Benefits. Visit www.va.gov for information and forms. Also visit the CIU veteran's website at www.ciu.edu/become-student/financial-aid. Review this page to learn how to apply your benefits as a CIU student.

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.

Satisfactory Academic Progress Policy – Federal Financial Aid

Satisfactory academic progress is defined as the process of adequately proceeding toward the completion of a degree. The Office of Student Financial Services is required by federal regulations to monitor and determine if students are meeting the satisfactory academic progress requirements. If you should have any questions about our policy, we encourage you to contact the office at (803) 807-5036. For a Columbia International University student to retain eligibility for federal financial assistance, the student must meet both qualitative and quantitative requirements set out in the full policy available at www.ciu.edu/become-student/financial-aid.

Institutional Financial Aid Policy

Institutional aid is defined as CIU scholarships and grants awarded by the Office of Student Financial Services. Each scholarship and grant has a minimum GPA requirement. Institutional aid is also dependent upon the student meeting all CIU community standards. In order for a CIU student to retain eligibility for institutional aid, the student must meet the criteria listed below:

• Scholarships/Grants	Graduate
• Presidential Scholarship	3.0
• Dean Scholarship	3.0
• Servant Leader Scholarship	3.0
• Donor Scholarships	3.0
• All Other CIU Grants	2.7

Students not meeting the criteria noted above will have their CIU scholarships and grants removed as applicable. When returning students are being reviewed for their financial aid packages for the upcoming academic year, those that fail to meet the GPA and character requirements will not be awarded CIU institutional aid. GPA requirements are not reviewed in the middle of the academic year. However, students placed on character probation can have their aid removed at any point in the academic year.

The entire policy regarding institutional aid can be obtained in the Office of Student Financial Services or online at www.ciu.edu/become-student/financial-aid.

Financial Aid Refund Policy

If a graduate 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 Office of Student Financial Services for a complete copy of the current refund policy.

In order to make CIU scholarships and grants available to as many eligible students as possible,

all CIU scholarships and grants are forfeited when a recipient withdraws from CIU before the end of a term or drops below nine hours of enrollment. In such an event, CIU scholarship and grant 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 regarding 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 AND GRANTS

Students must complete the CIU Scholarship Application if they are to be considered for any of the following scholarships. Some scholarships require separate applications. Those applications can be found at www.ciu.edu/become-student/financial-aid/donor-scholarships.

AFRICAN PASTORS SCHOLARSHIP

Preference will be given to Kenyan pastors

AMBASSADORS FOR CHRIST

International students returning to their homeland

ARMY CHAPLAINCY SCHOLARSHIP

Student must be enrolled in the Army Chaplaincy Candidate Program

DORIS R. ANDRES MEMORIAL ENDOWED SCHOLARSHIP

Student must be going into Christian ministry

BITTERMAN MEMORIAL ENDOWED SCHOLARSHIP

SARA M. BOLICK ENDOWED SCHOLARSHIP

For students preparing for a full-time Christian vocation

SAM P. BOLICK MEMORIAL ENDOWED SCHOLARSHIP

Students preparing for a full-time Christian vocation in missions

JEAN C. BREWER MEMORIAL ENDOWED SCHOLARSHIP

A graduate student in the field of education preparing to teach in a Christian school in the United States

LEONARD & EDNA BROWN ENDOWED SCHOLARSHIP

Students preparing for a full-time Christian vocation

LUCY SELLS & J. WALTER CARPENTER FAMILY ENDOWED SCHOLARSHIP

Students preparing for a full-time Christian vocation

CARTER FAMILY ENDOWED SCHOLARSHIP

International students returning to their home country to minister

BILL CASSELS FAMILY SCHOLARSHIP

Student must be pursuing a Master of Divinity degree.

MARGARET M. CHILDS MEMORIAL ENDOWED SCHOLARSHIP

JEANIE CHILDS-PHIFER ENDOWED SCHOLARSHIP

CLASS OF '42 & '43 ENDOWED SCHOLARSHIP

CLASS OF '50 ENDOWED SCHOLARSHIP

S. A. CONCERN SCHOLARSHIP

Columbia area African-American students with proven academic achievement

KATE SCHULTZ COLON

The student must demonstrate an intention to serve in cross-cultural missions outside of the United States

JOHN & NAOMI COTHRAN ENDOWED SCHOLARSHIP

CROSS-CULTURAL MISSIONARY ENDOWED SCHOLARSHIP

DATWYLER/WEBB ENDOWED SCHOLARSHIP

Students preparing for a full-time Christian vocation

CECIL B. DAY ENDOWED SCHOLARSHIP

DAN DEHAAN MEMORIAL ENDOWED SCHOLARSHIP

BETTY F. DENT SCHOLARSHIP

A worthy and needy student who is a legal resident of South Carolina

HARRIET J. FINDLAY ENDOWED SCHOLARSHIP

FULBRIGHT & HOLCOMB ENDOWED SCHOLARSHIP

GENERAL ENDOWED SCHOLARSHIP

GRADUATE SCHOOL ANONYMOUS ENDOWED SCHOLARSHIP

ROBERT A. HALL MEMORIAL ENDOWED SCHOLARSHIP

Students preparing to be school teachers and recommended by the Education faculty

GAVIN & MARGARET HAMILTON MEMORIAL ENDOWED SCHOLARSHIP**VANCE H. HAVNER SCHOLARSHIP**

Students preparing for full-time Christian work in evangelism or missions

ADOLPH & EMMA HERMANN SCHOLARSHIP

An international student with long-standing involvement in ministry

HICKMAN ENDOWED SCHOLARSHIP**DONALD HOKE SCHOLARSHIP**

Students must be committed to vocational Christian service in the missions context.

Students must also provide evidence that they have selected a mission agency and are either approved candidates, or are in process with a mission agency.

MARTHA C. HOKE SCHOLARSHIP FOR WOMEN IN MINISTRY

A woman (single or married, U.S. or international) who has given evidence of fruitful ministry with preference to those who have or plan to minister in overseas, cross-cultural settings

MARTHA E. HOUGH MEMORIAL ENDOWED SCHOLARSHIP**SAMUEL C. HOWES SCHOLARSHIP**

An undergraduate student working during the school year (on or off campus)

TERRY & JEAN HULBERT SCHOLARSHIP

Student must be a male entering his third year in Seminary and pursuing a career in missions or Bible teaching

VIRGINIA HAMILTON LEWIS ENDOWED SCHOLARSHIP (MINISTRY)**VIRGINIA HAMILTON LEWIS ENDOWED SCHOLARSHIP (MUSIC)****LIFESONG SCHOLARSHIP**

An undergraduate student pursuing "tentmaker" missions

MACEDONIAN ENDOWED SCHOLARSHIP**RALPH WASHINGTON MASON ENDOWED SCHOLARSHIP****LULA HOLDER MASON ENDOWED SCHOLARSHIP****NATHAN A. McDANIEL MEMORIAL ENDOWED SCHOLARSHIP**

An undergraduate student preparing for full-time Christian ministry. Preference given to music majors.

CLAIRE E. MCKENCHIE SCHOLARSHIP

First year student in the M.A. Counseling program

ELIZABETH McMURRAY ENDOWED SCHOLARSHIP

Students preparing for full-time Christian service

TIMOTHY E. McQUAY MEMORIAL ENDOWED SCHOLARSHIP**MURIEL McQUILKIN SCHOLARSHIP****M.E. McNEIL MEMORIAL ENDOWED SCHOLARSHIP****DR. & M.S. FLOYD NESBITT ENDOWED SCHOLARSHIP****REV. ELIE WALLACE NESMITH ENDOWED SCHOLARSHIP****NORTON FAMILY ENDOWED SCHOLARSHIP****JUDY OATES MEMORIAL ENDOWED SCHOLARSHIP FUND****JOHN W. P. OLIVER ENDOWED SCHOLARSHIP**

A seminary student who demonstrates a commitment to the furtherance of the Victorious Christian Life message

JOY ORAM ENDOWED SCHOLARSHIP**FRANKLIN & ELSIA OWENS MEMORIAL ENDOWED SCHOLARSHIP****DAVID H. PETTY FAMILY SCHOLARSHIP**

Must be pursuing full-time Christian service, with an emphasis on evangelism and/or cross-cultural missions.

HUGH & SALLY REAVES**JAMES REED MEMORIAL ENDOWED SCHOLARSHIP**

MARY ELIZABETH REID SCHOLARSHIP**RHODES ENDOWED SCHOLARSHIP****RICE ENDOWED SCHOLARSHIP****BERTHA RIKARD ENDOWED SCHOLARSHIP****DOUGLAS ROGERS ENDOWED****JOYCE ROGERS**

Student must be a widow(er) or a child of a widow(er)

CECIL C. ROLAND ENDOWED SCHOLARSHIP

A music major

BLANCHARD D. & MARGARET G. ROMAINE ENDOWED SCHOLARSHIP**SDSC SCHOLARSHIP**

Must be a master's level Chinese student from China, Taiwan or Southeast Asia. However, international students from a Muslim country may be considered. Upon graduation, the student must be committed to return to their home country or mission field and serve in "full-time ministry." Student must maintain a minimum cumulative GPA of 3.3.

DR. TOM & JUDY SCHRUM ENDOWED SCHOLARSHIP

Student must be pursuing a master's or Seminary degree with a vocational goal of church planting among Muslims

MARVIN R. SCHUSTER SCHOLARSHIP

Students from Georgia and Alabama or former employees of Burger King

ALBERT & RUTH SCRIBNER ENDOWED SCHOLARSHIP**D.L. SCURRY FOUNDATION SCHOLARSHIP****FRANK & AMANDA SELLS ENDOWED SCHOLARSHIP****ELIZABETH R. SESSIONS ENDOWED SCHOLARSHIP****SILK ROAD SCHOLARSHIP**

Chinese student who intends to go back to China for ministry purposes

MELANIE C. & LETITIA M. SIMPSON ENDOWED SCHOLARSHIP**MOLLIE L. & ALBERTA BARFIELD SIMS ENDOWED SCHOLARSHIP****MARY JANYCE SMITH SCHOLARSHIP****SOUTHWEST FLORIDA SCHOLARSHIP**

Students from the southwest area of Florida

REV. HAROLD J. STEVENS SCHOLARSHIP**HAP STRUTHERS ENDOWED SCHOLARSHIP**

Students actively pursuing a career as a chaplain in the U.S. military either through the chaplaincy candidate program or as a stated career goal

MIRIAM "MICKEY" E. STOUT ENDOWED SCHOLARSHIP**BLANCHE CULVERN SULLIVAN ENDOWED SCHOLARSHIP****ALUMNA KUMIKO TAKEUCHI ENDOWED SCHOLARSHIP**

Student must maintain a 3.5 GPA

TEAM MK**TRINITY PRESBYTERIAN SCHOLARSHIP****BEAM-CRIDLAND UDUK ENDOWED SCHOLARSHIP**

Uduk students or missionaries planning to work among the Uduks

LARRY K. & SARAH JANE STRONG VOAS ENDOWED SCHOLARSHIP

Students preparing for full-time Christian work in evangelism or missions

WALLACE FAMILY ENDOWED SCHOLARSHIP**CORA WAYLAND SCHOLARSHIP**

A Korean student pursuing a Master's of Christian Education degree

FAYE C. WEAVER MEMORIAL ENDOWED SCHOLARSHIP

Students pursuing ministry in foreign missions

DOROTHY WONG MEMORIAL ENDOWED SCHOLARSHIP**REV. JOHN A. & RUBY WILCOX ENDOWED SCHOLARSHIP****CONSTANCE WYCKOFF MEMORIAL ENDOWED SCHOLARSHIP**

Children of missionaries currently working full time on the mission field

YOUTH MINISTRY ENDOWED SCHOLARSHIP**YOUTH MINISTRIES SCHOLARSHIP**

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; NIV).

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, to mature, becoming more Christlike 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 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 trusted 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, ministry skills experience 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 ultimately 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, self-control; against such things there is no law” (Galatians 5:22-23; NASB). 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. These 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;
- 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 coursework, 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 Student Handbook.

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.

Student Academic Responsibilities

The faculty has the responsibility to educate students from a biblical worldview so they are equipped to impact the nations with the message of Christ. 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 taken.
- 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 to attend class and to submit all class assignments (e.g., examinations, tests, projects, reports), by scheduled due dates or accept penalties. If any problem arises regarding coursework 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 others will have an opportunity to take courses. The student is responsible to follow the university guidelines if the student desires an Incomplete or needs to withdraw 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, sex, race, age, 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 that states the goals of the course, the requirements that 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 the student 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 as an advocate at appeal meetings. This person must be a member of the university's Student Senate and is present only to assist the student in presenting the student's 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.

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 the community. The Student Handbook lists some of these avenues.

Student Complaints and Grievance Policy

It is the goal of CIU to provide services and educational opportunities without discrimination on the basis of age, race, color, national origin, disability or sex. 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. The details of the Academic Grievance Procedure are listed below; the details of the Non-Academic Grievance Procedure, and distinctions between the two, can be found in the Student Handbook.

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.

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 member 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. (e.g., expectations in the class syllabus)
- The academic consequence is more severe than called for by the situation.

- A stated university policy has been misapplied.
- Discrimination.

STEP 2:

Within three days of receiving an answer from the faculty member, a letter of appeal should be delivered to the director of the student's major program. If the program director is the faculty member involved, Step 3 should be taken. If no program director is in place, the matter should be addressed to the student's academic advisor.

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/academic advisor will call a meeting with both the student and the faculty member to discuss the problem and issue a written decision on the appeal within 30 days. If the student feels that the decision does not correctly address the reason for the appeal as stated above, then the student should move on to Step 3.

STEP 3:

Within three days of receiving a written decision from the program director/academic advisor, the student should deliver a letter of appeal to the dean/associate dean of the college who will direct the appeal to the Academic Grievance Committee. The letter will be given to the committee chairman, 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 and other faculty and staff as appropriate to provide expertise related to the specifics of the grievance. The Committee will meet within 14 days of receipt of the grievance.

The student may request to be in attendance for the discussion of the issue to present a verbal statement, bring witnesses and evidence, 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 within 30 days.

An appeal of the Academic Grievance Committee decision may be made only if there is evidence that the grievance procedures were not followed, new evidence surfaced, or inappropriate or disproportionate consequences were imposed. The written appeal must be presented to the dean of the college within three days of receipt of the written Academic Grievance Committee decision.

A student has the right to register a complaint with the provost and/or university president and then, if still deemed necessary, to:

Office for Civil Rights
U. S. Department of Health and Human Services
Atlanta Federal Center, Suite 3B70
61 Forsyth Street, S.W.
Atlanta, GA 30303-8909
Voice Phone (404) 562-7886
FAX (404) 562-7881
TDD (404) 311-2867
www.hhs.gov/ocr/office/index.html

STUDENT SERVICES

Athletics/Physical Fitness

Since we seek to train and develop the whole person, physical fitness is a key aspect of the overall program. Students are encouraged to develop healthy habits in the areas of sleep, diet and exercise. The university is developing an intercollegiate athletic program which will begin in the Fall of 2012. 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 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 occur in a variety of settings and activities on campus, particularly through academic advising, program-specific courses, ministry skills/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 denomi-

nations 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.

Chaplain Ministries

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.

Food Services

Food service at CIU is provided through a contract with Pioneer College Caterers, Inc. Pioneer offers on-campus students a choice of six meal plan options. Various plans are available during Summer Studies. Off-campus students and guests may purchase meals during regular academic terms.

Grad Life Council

GLC, a student organization, initiates and coordinates programs and activities designed to maximize the spiritual, social and physical benefits of all graduate and seminary students. Each elected member bears responsibility for leading in a designated area and for facilitating communication between students and faculty.

Health Services

An on-campus clinic staffed by a registered nurse and a visiting physician is provided for the health care needs of CIU students. Students are responsible for the cost of medicines, physician's fees, testing procedures and hospital charges. All students must carry hospital and medical insurance. A group insurance plan is required of students not covered by another medical plan.

Housing

On-campus housing for single students is available in the residence halls on a limited basis, and housing for both married and single students is available in the Pine View Apartments. The CIU Village, located on CIU property, is a mobile home park for married students and families.

The Pine View Apartments can be leased by married students and by single students who are older than 23. One-, two-, and three-bedroom apartments feature full-size appliances, high-speed Internet and basic cable. Each bedroom has a private bathroom and closet. Residents may choose to rent a full apartment or to share an apartment with roommates. Students who share an apartment are responsible for their own rent but are not responsible to find roommates. Rent is due on the first of the month, and financial aid is available for full-time students. A \$100 non-refundable application fee and a security deposit equal to one month's rent are due prior to moving in. Upon departure, the security deposit is refunded minus any fees owed. For more information, go to www.ciu4me.com/pineview or email Pineview@ciu.edu.

The CIU Village consists of both student- and school-owned mobile homes. There is an application process for renting school-owned homes.

A wide range of off-campus housing options is also available. The Student Life Office maintains a database of available housing at www.ciu.edu/studentlife/off-campus/list.php.

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 con-

sider 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 students, faculty, staff and alumni. There is a fee to join the co-op.

Married Student Services

The Married Student Association coordinates events designed to include the whole family. Wives Fellowship meets monthly to encourage and equip student, staff and faculty wives. Student spouses and families are also encouraged to be involved in other activities of the student body.

Spouses are encouraged to enroll in an academic program or individual courses. (See "Spouse Tuition Benefits" in the Financial Aid section of this catalog.)

New Student Orientation

The orientation program provides a comprehensive introduction to the CIU community and CIU's educational philosophy. All entering students are encouraged to attend the orientation session. Students who are unable to attend should notify the Student Life Office.

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. UPS, FEDEX and DHL are also available for deliveries and mailings.

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 yearbook). Please consult with Student Life for a list of the various organizations that are funded by the student body.

Course Descriptions

COURSE DESCRIPTIONS

Graduate Division course numbers consist of a three-letter subject area prefix and a four-digit number indicating the difficulty level of the course as follows:

5000-level courses are considered introductory and may include some of the information covered in a similarly titled undergraduate course; 6000 and 7000 levels courses are more advanced and may include prerequisite requirements.

Some courses required of graduate degree programs are offered through the seminary division of CIU. Each course description below indicates the course number, title, semester hour value and if the course is available online through the Distance Education and Media Development Center.

BIBLE

BIB 5112

Genesis — Song of Solomon: God's Plan of Creation and Redemption(3)

In this course you will focus on the structure and contexts (historical, political, social and religious) of each book, major theological passages and issues, and the application of these texts to the life of the New Testament believer. God introduces His purpose for creating the world and redeeming human beings and establishes Israel as the nation through which He would bless all the nations in Jesus Christ. (Also available online.)

BIB 5113

Prophets: God's Message of Redemption and Judgment(3)

In this course you will focus on the structure and contexts (historical, political, social and religious) of each prophetic book, major theological passages and issues, and the application of these texts to the life of the New Testament believer. The prophets of Israel proclaim God's program for Israel and the nations of the Old Testament period and anticipate the redemptive work of Christ whose predicted life and death would secure salvation for the world. (Also available online.)

BIB 5132

Gospels: God's Means of Providing Redemption(3)

This course will guide you through a chronological, synthetic study of the four gospel records,

emphasizing the time, place, circumstances and persons involved in the events of Jesus' ministry. The gospel writers narrate the life, death and resurrection of Jesus Christ, God's appointed Redeemer of the world, who fulfills the promises and prophecies of the Old Testament. (Also available online.)

BIB 5133

Acts to Revelation: God's People Proclaiming Redemption Globally(3)

In this course you will study the introductory background, structure, and content of the New Testament books, Acts to Revelation, understood within their first century life setting. The authors of Acts, the letters and Revelation not only relate the advance of the Early Church in proclaiming redemption globally, they provide the contemporary church with normative missionary documents to guide it in fulfilling Christ's commission. (Also available online.)

BIB 5410

Hermeneutics: Interpreting and Applying the Bible (3)

This course introduces you to the principles and processes of biblical interpretation and application. Emphasis will be placed on both theory and practice. Within the framework of an exegetical method, you will learn to apply basic principles to selected missiological passages from the Old and New Testaments. Special attention will be given to the principles used in correctly interpreting parables, poetry, and prophecy. (Also available online.)

BIB 6030**Biblical Theology of Missions(3)**

You will engage in a comprehensive study of the biblical foundation for missions as it relates to the church's missionary obligation before God to the world in both word and deed. Special attention will be given to exposing you to important issues within evangelical missiology today. (Also offered as ICS 6030.)

BIB 6310**Progress of Redemption(3)**

You will engage in a study of God's redemptive plan as it unfolds chronologically throughout the entire Bible. Special attention will be given to the methods God has employed and to the response He desires from His people.

BIB 6950**Faculty Directed Study in Bible(1-3)**

Available by special arrangement with instructor. Consult with academic advisor. (Offered on request.)

COUNSELING

CNS 5001

Clinical Counseling Orientation(0)

This course must be taken each semester a student is enrolled in the M.A. in Counseling program. The initial orientation is scheduled during the first days of Fall and Spring semesters. Subsequent orientation course content will be provided online. Students are required to visit the online course webpage at least once a week. Students must also record their CIU chapel attendance on the course webpage. Various brief meetings may be scheduled during the student's course of study. This course introduces new students to the knowledge, skills, and characteristics related to being successful in the program. Students gain an understanding of the conceptual framework that guides the program and review important elements of the M.A. in Counseling program handbook, including South Carolina state professional licensure requirements. Opportunity is given for students to ask questions and meet the program faculty/staff. (Grade assigned: Pass/Fail)

CNS 5075

Multicultural Counseling(3)

This course is an application of counseling and marriage and family therapy skills in multicultural and intercultural settings. Multicultural counseling and cultural diversity issues with focus on marriage and family therapy are addressed. Human needs in the world community are examined in order to understand how messages relate to individuals and families with dramatically different circumstances. The person and role of multicultural counselors is evaluated in light of their theology, personal adaptation, communication, and counseling skills. The professional roles of multicultural counselor as pastor, missionary, business person, professional counselor, and marriage and family therapist are addressed. This course presupposes the validity and necessity of involvement in a multicultural job or ministry, whether within the United States or in another country.

CNS 5305

Applied Biblical Foundations of Counseling(3)

This course is designed to provide a general orientation to the biblical texts and to the various skills and disciplines needed to read, interpret, apply, and communicate the text to life and professional work. The focus of the course is on how to bring key biblical stories into the context of personal stories in counseling and how to think theologically about counseling based on the biblical texts, Christian traditions, and one's cultural setting.

CNS 5306

Foundations of Clinical Mental Health Counseling ..(3)

This course is designed to provide an introduction to the history, philosophy, roles, and functions of mental health counseling within the context of other mental health professionals, mental health services, systems and programs. This includes the principles of mental health for prevention, intervention, consultation, education, and advocacy in a multicultural society. A key focus of the course is how the biblical texts and Christian traditions of soul healing provide perspectives on human nature, suffering and redemption to develop a model of clinical mental health counseling consistent with students' own biblical worldview.

CNS 5310

Counseling Theory(3)

This course provides a broad, foundational overview and critique of personality and counseling theories. Emphasis is on the application of these theories by exploring the techniques and strategies of each theory, including systems theory. The philosophical presuppositions, theological implications, situational appropriateness and effectiveness with client populations are addressed. Students are encouraged to begin the process of synthesizing various approaches into their personal paradigm of counseling.

CNS 5313

Personal & Spiritual Development(3)

This course facilitates students' maturation and character formation, with the aim of furthering their professional impact. Personal and spiritual mechanisms of change that promote a whole and

holy lifestyle is explored and applied through readings, personal reflection exercises and small group processes. Outcomes, such as one's professional practice, Global Commission vision, and ministry, is addressed in a developmental context that incorporates one's history, values, personality, giftedness, motivations and culture. Central to this developmental process is the application of a spiritually transformational model that seeks to balance the appropriation of grace and truth through relationships.

CNS 5330**Professional Ethics and Issues for Counseling.....(3)**

In this course students study the practice of professional counseling within the context of ethical and legal standards, and potential future directions of the field. Information about legal responsibilities and liabilities in the practice of marriage and family therapy is also covered, including research, family law, confidentiality issues and codes of ethics. The course focus is on the following four areas: Models of ethical decision making are presented and practiced through case presentations; Ethical standards that govern the professional practice of counseling and marriage and family therapy are studied and integrated with personal, theological, and cultural values and professional and legal standards; Legal standards that impact the field of professional counseling and marriage and family therapy are examined in light of the realities of daily practice. The future direction of counseling and marriage and family therapy as a profession and ministry are explored.

CNS 5342**Foundations of Marriage, Couple, and Family****Counseling(3)**

This course is divided into two sections. The first section covers the ingredients needed to develop and maintain meaningful relationships for couples and families. The second section explores what happens when those ingredients are absent or misused. Assessment and treatment strategies incorporate sociological, psychological, theological, and multicultural perspectives. Careful attention is also given to viewing couples and families as being a part of larger influential systems.

CNS 5410**Research, Statistics and Evaluation(3)**

This course provides an advanced understanding of research statistics, report development, implementation, program evaluation, needs assessment, and ethical and legal considerations. The course also includes significant material on research in marriage and family therapy, with a focus on research methodology, data analysis and the evaluation of research as it pertains to marriage and family therapy. The class is given opportunity to apply this understanding in a variety of venues such as counseling and marriage and family research, generic research, and research that needs to be done within the religious community. Students are introduced to research as it is conducted for single-subject designs, experimental/quasi-experimental designs and systems-oriented designs. Both quantitative and qualitative processes are explored. Students conduct literature review and produce a research proposal.

CNS 5420**Psychopathology(3)**

This course provides an understanding of mental illness with focus on the behavioral manifestations, experiential dynamics, and relational/family impact of these disorders. Study is done in the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) in order to learn the categories of symptoms of psychopathology necessary to diagnose and treat mental disorders. A variety of perspectives on psychopathology are presented to form a whole-person (or bio-psycho-social-spiritual) and systemic context for understanding. Students are challenged to determine theologically what they believe are the standards for pathology and how these correlate with the DSM. *Prerequisite:* undergraduate General Psychology or Introduction to Psychology.

CNS 6310**Human Development Issues in Counseling(3)**

This is a course in applied developmental counseling. Drawing from the biological, cognitive, socio-emotional, and spiritual markers set forth by the major theories of human growth, students learn to conceptualize the needs of their clients

within a developmentally appropriate framework. Personal exploration of one's own developmental process is built into course assignments. Consideration also is given to the process of spiritual transformation as an integral part of the Creator's design for growth. *Prerequisite:* undergraduate Developmental Psychology.

CNS 6410**Counseling Techniques.....(3)**

This course is an introduction to the basic counseling skills that are foundational to doing effective individual and marriage and family therapy. Students are required to understand and to successfully demonstrate basic counseling skills in the form of videotaped competencies in order to progress through the course. While counseling techniques and therapeutic skills are important, they do not replace the person of the counselor as the primary intervention tool. Emphasis is as a person impacts the therapeutic alliance with clients, and not just what the counselor does in the session to help facilitate client change. This course is taught largely from a client empowered "not knowing" solution-building model. Lab Fees: \$250 (fee subject to change)

CNS 6420**Diagnostics of Psychopathology(3)**

This course provides the student with advanced skills in the diagnostics of psychopathology, including coverage of the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) with a focus on differential diagnosis. The student develops the ability to synthesize skills and understanding from other courses into an integrated process of client engagement, assessment, case conceptualization and treatment planning. Students are trained to diagnose using role plays, and are being presented with atypical symptoms, multiple diagnoses, and overlapping criteria. In order to develop a whole person and contextual understanding of pathology, a variety of perspectives are presented, including biological, systemic, spiritual, developmental, intrapsychic, interpersonal and cultural. The student then builds treatment plans that demonstrate a grasp of the client's strengths, resources, family structure/relationships, pathology, and readiness for

change. *Prerequisite:* CNS 5420 Psychopathology

CNS 6430**Assessment in Counseling(3)**

This course presents students with an understanding of the psychometric theories and practical approaches concerning the assessment of individuals, couples and families, while equipping the student with the skills and competencies necessary to incorporate assessment strategies into the helping process. Assessment, including marriage and family therapy methods and major mental health assessment methods and instruments, are covered. Focus is placed on information gathering methods, evaluating test validity and reliability (controlling for factors that may influence assessment results), and application of assessment practices as an integral part of counseling, and marriage and family therapy.

Prerequisite: Candidacy. Additional purchase of assessment materials is required for this course.

CNS 6431**Assessment & Treatment of Childhood Disorders(3)**

This course introduces students to developmental, self-regulation and systems perspectives used to understand, diagnose, and treat disorders of childhood and adolescence. Students are provided an understanding of the normal and abnormal developmental issues of children; the process of mastering self-regulation throughout development in various domains; the impact of relational dynamics within various systems (family, school, church, etc.); and the trend of the self's consolidation and conceptualization of these various vectors of life. The student is then able to form diagnosis and treatment plans that flow from their relational understanding of the child's life based on the above models. Treatment issues are covered within the confines of treatment planning (as opposed to how to do therapy), including such areas as applied behavioral analysis, cognitive-behavior treatment, interpersonal treatment, psychopharmacology, community and school-based treatment, etc. *Prerequisite:* Candidacy. Assessment Material Fee: \$75 (fee subject to change).

CNS 6432**Counseling Children & Adolescents.....(3)**

This course provides the basic principles of counseling children and adolescents within the context of family, school, socio-cultural and religious systems, and is based on the case conceptualization and treatment planning developed in CNS 6431 Assessment & Treatment of Childhood Disorders. The emphasis is on helping students develop their own individual style in forming therapeutic relationships with children or adolescents, and in using effective therapeutic skills and techniques, including therapeutic mediums such as toys, audio/visual aids, games, cognitive treatment, and behavioral programs. A special focus is given to parent training and parents as co-therapists. Legal and ethical issues specific to working with children are addressed. *Prerequisite:* CNS 6431 Assessment & Treatment of Childhood Disorders.

CNS 6440**Group Counseling(3)**

This course is an introduction to the practice of group counseling. The process of doing group counseling and the application of group counseling in a variety of settings and situations is discussed. The counselor as a group leader is emphasized. The course relies heavily on the component of an actual group counseling experience, both as a group member and co-leader. Course group experience enrollment is limited to nine students.

CNS 6710**Marriage Counseling(3)**

This course provides students with a biblical, sociological and interpersonal framework from which to study and counsel couples. Practical tools are presented for how to work with couples through the ups and downs of life together. The course content is designed with the understanding that students will be working with couples in clinical, multicultural, church and para-church settings. Students are encouraged to be working with couples while taking this class.

CNS 6810**Career Counseling and Decision Making(3)**

This course provides an understanding of career

development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision making; and career development program planning, resources and evaluation. Attention is given to clients making career and education decisions for the first time, those who are making mid-life or end-of-life changes, as well as those who need help with the career they have chosen. Special application includes counseling missionaries, pastors, lay ministers and church leaders in regard to their career and calling. Fee: Additional purchase of assessment materials is required for this course.

CNS 6820**Family Systems Theory(3)**

This course provides a foundational understanding of family systems theory as it relates to clinical concerns. Course content helps students to conceptualize and distinguish the critical epistemological issues in marriage and family therapy. Students are introduced to historical development, theoretical foundations and contemporary conceptual directions in the field of marriage and family therapy. An overview of the different models of family systems theory are addressed. Students are expected to examine their own families in light of theory and to assess these theories from a biblical perspective.

CNS 6821**Family Therapy(3)**

This course focuses on conceptually applying the foundational family systems theory and counseling techniques taught in CNS 6820 Family Systems Theory into clinical practice. The course provides a comprehensive survey and substantive understanding of the major models of marriage and family therapy, and addresses a wide variety of clinical problems. Special emphasis is given to the therapeutic models of Murray Bowen and Salvador Minuchin. Students are expected to integrate both biblical and cultural understanding of family into their therapeutic approach. Students are also educated about appropriate collaboration with related disciplines. *Prerequisite:* CNS 6820 Family Systems Theory.

CNS 6912**Advanced Counseling Techniques and Practicum(4)**

This course provides experiential learning within a supervised practicum experience at an approved site with a minimum of 150 hours, of which 40 are direct services. Focus is on development of counseling skills and professional knowledge while under institutional and site supervision. This course includes didactic and institutional supervision to gain additional knowledge and development regarding clinical practice through interacting with peers and the instructor.

Prerequisite: CNS 6410 Counseling Techniques.

Lab Fees: \$250 (fee subject to change) (Grade assigned: Satisfactory/Unsatisfactory).

CNS 6933**Extended Internship(3)**

This internship course is designed for advanced clinical counseling students who have finished the courses Internship in Counseling 1, 2, or 3, and have not completed all their required supervised internship hours. In this course, student interns continue to receive clinical supervision at their College of Counseling approved internship sites. The classroom component is faculty-led weekly seminars and small groups with a focus on students' ongoing casework, advanced counseling interventions, counseling paradigm development, and a philosophy of integrated counseling work. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor and didactic instruction as needed. This class may be repeated as needed. Open to students in the MACNS program or by permission of the professor. Course enrollment is limited to 12 students. (Grade assigned: Satisfactory/Unsatisfactory.)

CNS 6937**Supervised Internship in Counseling 1: Mood Disorders.....(4)**

This course consists of two components: (1) a 300 hour supervised practice of counseling under the direct clinical supervision of a site supervisor in an approved counseling internship setting with an emphasis in assessment, diagnosis, and treatment of various disorders and how they affect

individuals, couples, and families. (Note: For student interns anticipating the Postgraduate Certificate in Marriage and Family Counseling, at least one half of the face-to-face client contact must be relational, e.g., talking about a relational issue in the counseling session, NOT necessarily having more than one client in the session), and (2) faculty-led weekly seminars and small groups to provide support and instruction through case consultation, e.g., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor, and didactic instruction as needed. This course focus is primarily, although not exclusively, on treatment of mood disorders from the Cognitive-Behavioral and Systems perspectives. *Prerequisite:* Candidacy. Small group enrollment is limited to 12 students. (Grade assigned: Satisfactory/Unsatisfactory.)

CNS 6938**Supervised Internship in Counseling 2: Anxiety Disorders(4)**

This course consists of two components: (1) a 300 hour supervised practice of counseling under the direct clinical supervision of a site supervisor in an approved counseling internship setting with an emphasis in assessment, diagnosis, and treatment of various disorders and how they affect individuals, couples, and families. (Note: For student interns anticipating the Postgraduate Certificate in Marriage and Family Counseling, at least one half of the face-to-face client contact must be relational, e.g., talking about a relational issue in the counseling session, NOT necessarily having more than one client in the session); (2) faculty-led weekly seminars and small groups to provide support and instruction through case consultation, e.g., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor and didactic instruc-

tion as needed. This course focus is primarily, although not exclusively, on treatment of anxiety disorders from the Cognitive-Behavioral and Systems perspectives. Additional issues such as job search skills and how to build a counseling center is addressed. *Prerequisite:* CNS 6931 Supervised Internship in Counseling Small group enrollment is limited to 12 students. (Grade assigned: Satisfactory/Unsatisfactory.)

CNS 6939**Supervised Internship in Counseling 3: Marriage & Family Issues(4)**

This course is designed for student interns enrolled in the Post-graduate Certificate in Marriage and Family Counseling (PCMFC) and consists of two components: (1) supervised practice of counseling under the direct clinical supervision of a site supervisor in an approved counseling internship setting with an emphasis in assessment, diagnosis, and treatment of marriage and family issues and various disorders. (Note: At least one half of the face-to-face client contact must be relational, i.e., talking about a relational issue in the counseling session, NOT necessarily having more than one client in the session) and (2) faculty-led weekly seminars and small groups to provide support and instruction through case consultation, i.e., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor, and didactic instruction as needed. For South Carolina State marriage and family licensure, a total of at least 50 hours of clinical supervision throughout all three internships (1, 2 and 3) must be provided by an approved marriage and family therapist supervisor (LMFT/S). This course will focus primarily, although not exclusively, on treatment from an Emotionally-Focused Therapy (EFT) and a Systems perspective. *Prerequisite:* acceptance into the PCMFC. Course enrollment is limited to 12 students. (Grade assigned: Satisfactory/Unsatisfactory.)

CNS 6950**Faculty Directed Study in Counseling(1-3)**

Available by special arrangement with instructor. Consult with academic advisor. Certain prerequisites may apply. Certain course fees and/or additional assessment expenses may be required. (Offered on request.)

CNS 8410**Clinical Supervision & Consultation(3)**

This post-graduate professional course is an introduction to clinical supervision and consultation theories and practice within mental health facilities, educational institutions, and other mental health settings. Concepts, processes, and styles of clinical supervision and consultation will be explored. This course provides the knowledge and skills necessary to engage in consultation, negotiation/mediation, and systems level intervention in mental health settings. Focus is on developmental issues of both supervisors and their supervisees, and methods that can be used to enhance competency and best practices. This course is SC Board approved and designed to meet the criteria established by the South Carolina Licensure Board (S.C. Department of Labor, Licensing and Regulation) as part of the requirements to obtain S.C. State approved clinical supervisor licensure as an LPC-S, LMFT-S or LISW-CP. An official university transcript will be available to students upon successful completion of the course. Enrollment in this professional course is restricted to CIU and non-CIU post-graduate students with a graduate degree and licensure in the mental health profession. Those seeking to enroll in this course will need to make application through Columbia International University's graduate admissions department and are required to meet the standard non-degree seeking admission requirements of the university as described in its academic catalog.

CNC 6330**Church and Mission Health(3) (Elective)**

This course will help you understand the counseling, relational, occupational, medical and leadership issues that exist in ministry both in the United States and in missionary endeavors. You

will use a variety of tools to examine your own health with application to churches and missionary organizations. Additional purchase of assessment materials is required for this course. Specific syllabus for College of Counseling students is provided.

CNC 6410
Crisis Counseling(3)
(Elective)

This course is designed to train you to respond with wise counsel to those who have endured a crisis such as the death of a family member, divorce, loss of a child, illness and political trauma. Attention will be given to the emotional, spiritual, relational and physical symptoms that may occur in the aftermath of crisis. Critical Incident & Stress Management (CISM) certification is a part of this course. Course Fee: \$100 for CISM certification. Specific syllabus for College of Counseling students is provided.

CNC 6411
Sexuality Counseling(3)
(Elective)

This course addresses the biological, developmental, relational, emotional and spiritual issues that are involved in understanding human intimacy and sexuality. You will learn basic diagnostic and treatment skills and how to use a variety of treatment skills, the Bible, and the Diagnostic and Statistical Manual of Mental Disorders (DSM) in teaching and counseling sexual issues. Specific syllabus for College of Counseling students is provided.

CNC 6412
Addiction Counseling(3)
(Elective)

This course will train you to understand the etiology of addictions and enable you to understand and deliver treatment on both a professional and lay level. Addictions in the areas of sexuality, pornography, work, thought and substance abuse will be addressed. The issues of dependence, control, sin and responsibility will be studied. Specific syllabus for College of Counseling students is provided.

CNC 6441
Counseling Grief and Loss(3)
(Elective)

In this course you will learn to understand and identify the process and progress of how people deal with loss in their lives. You will also learn how to guide a person through the grief process so that the loss can be placed in its proper perspective and the individual can readjust and grow. Special attention will be given to anger, depression, anxiety, social withdrawal, along with loss of hope and faith. Using specific tools, you will be able to address your own losses, the losses of others and the losses that can affect communities and institutions. Specific syllabus for College of Counseling students is provided.

CNC 9474
Clinical Application of Member Care(3)
(Elective)

This course is designed to increase understanding of various aspects of utilizing clinical care and knowledge from the mental health professions in missionary care. Considerations of ethics, professional relationships, influence of untreated pathology on the community, and various personal, interpersonal and systemic dynamics will be considered. Biblical, spiritual and psychological underpinnings will be articulated as well as types of clinical resources, referral procedures, and collaboration and clinical service providers. The place of psychological consultation as a model for clinical care will be discussed. A focus will concentrate on recognition of need, referral and follow-up for general missionary caregivers, who are not trained clinicians, but are assisting individuals who need clinical help. Students will be expected to demonstrate application potential from readings and class discussion to their own ministry situations in a post-seminar project. A variety of learning activities will take place in the seminar, including lecture, discussion, question and answer, case studies, small group work and demonstration. As much as possible, students will integrate their own ministry observations and experiences in interaction with one another, the course instructor, and course material. Specific syllabus for College of Counseling students is provided.

EDUCATION

EDU 5045 Methods and Techniques of Teaching

Reading, Writing and Grammar(3)

This course explores alternative methods and techniques for teaching reading, writing and grammar to English Language Learners (ELLs) at various levels of SLA. It also examines the principles and processes of English to Speakers of Other Languages (ESOL) reading and writing as well as pedagogical theories and relevant materials for ELLs. Students will design their own lesson plans that are contextually applicable in a variety of instructional settings.

EDU 5101

Program Orientation.....(0)

This course must be taken during an orientation prior to the first semester of enrollment in the M.A. in Teaching program. This course introduces new candidates to the knowledge, skills, and dispositions related to being successful in the M.A.T. program. Candidates will gain an understanding of the conceptual framework that guides the program and review important elements of the M.A.T. program handbook, including Standards of Conduct for South Carolina educators, Field Experience policies and procedures, and an introduction to Assisting Developing and Evaluating Professional Teaching (ADEPT). The orientation is scheduled during the first days of Fall and Spring semesters. A program orientation fee is charged. Prerequisite: Admission to the M.A.T. program or program director approval. (Grade assigned: Pass/Fail)

EDU 5135

Contemporary Educational Issues(0-1)

Through the use of group discussion centered on selected educationally-related literature, students will develop familiarity with historical and contemporary educational issues and the ability to critically interpret them. This course is repeatable.

EDU 5142

Introduction to Christian School Education – Curriculum & Instruction.....(3)

This course is a synthesizing study of the Christian philosophy of education and the practi-

cal skills needed for effective classroom implementation. Modules will be offered by a variety of faculty and/or other resource persons.

EDU 5310

Christian School Guidance Program(3)

This course reviews the common theories and components of guidance and career development. It urges students to compare and contrast these approaches with the biblical concept of Career Stewardship. This principle is developed as a school guidance program model and is presented as the guiding philosophical principle for all the components of a comprehensive developmental and balanced curriculum of Christian school guidance and counseling interventions.

EDU 5320

Principles and Strategies for Teaching ESOL to Elementary and Secondary Learners(3)

This course is designed to examine the principles and the research-based practices and strategies for teaching K-12 English language learners. It will provide discussions on current educational issues and trends in working with K-12 English to Speakers of Other Languages (ESOL) students. K-12 ESOL students' educational backgrounds, ethnicity, national origin, language, and culture will be discussed. Classroom case studies will be incorporated to help students develop a realistic overview of working with K-12 ESOL students.

EDU 5325

Theoretical Foundations for Language Teaching and Learning.....(3)

This course is designed to introduce the principles and practices of English language teaching and learning. Theories and research-based practices of language teaching and learning will be examined. Issues related to English language teaching as a profession and a mission will be discussed.

EDU 5331

Understanding the Learner(3)

This is a survey course in developmental psychology covering human development from birth through preadolescence. The course models how to analyze and critique the field of behavioral science in light of special revelation — the Bible.

Emphasis is placed on the major developmental theorists and changes within the strands of development that impact the teaching profession and serve as the basis for developmentally appropriate practices. Upon completion of the course, students will not only have a grasp of the characteristics of the learner, but also the teaching strategies that complement the student's developmental and brain-based needs. Additionally, an understanding of the nature and needs of culturally diverse populations and at-risk learners will also be included. Knowledge of these differences will form the basis for designing culturally responsive teaching. (Also available online.)

EDU 5338**Critical Thinking: Knowledge, Skills, and Application(2-3)**

This course explores critical thinking's developmental nature and its role in successful learning and living. Major cognitive skills and their progression, from the simplest sub-skills to full skill use and effectiveness, will be introduced to provide a foundation for exploring instructional scope development. With an understanding of critical thinking's development, students will reframe their teaching to engage learners in thinking at appropriate levels and to support learning in every subject area. The relationship of biblical to critical thinking, the assessment of critical thinking and the role of technology in critical thinking instruction will also be examined. The course is applicable for teachers of all levels and disciplines and for instructional leaders.

EDU 5340**Teaching the Whole Truth(3)**

This course proposes biblical faith-learning integration within all of life; organizes supernatural and scriptural principles that interact with all creation; investigates the sinful influences leading to bifurcation from thinking to teaching; correlates common grace from common truth for the common person; explores the procedures for teaching holistically in the Christian school classroom; and practices a scriptural synthesis of all disciplines.

EDU 5400**Principles of Bible Curriculum Design.....(3)**

This course covers principles of curriculum design with application to the preparation of cur-

riculum for Bible teaching. Existing Bible curricula are evaluated in order to determine the philosophical basis for their construction. Students design original Bible courses and units on various grade levels for use in varied teaching environments.

EDU 5410**The Counseling Process in Christian Schools.....(3)**

This course studies common models of brief counseling. It introduces a biblically recycled model, Wisdom-Framed, Solutions-Initiated (WFSI) youth counseling, as a practical, biblically consistent process for youth counseling and teacher and parent consultations in Christian school and youth group settings. Role-plays, observation, and case studies are core components of this skill-development course.

EDU 5415**Crisis Care for Children in Trauma(3)**

This course lays a foundation for training those who work or plan to work with children experiencing trauma. Central to most children's trauma is the loss of security and protection of family and home. This course will teach fundamental issues relating to children who are experiencing parental divorce, HIV/AIDS, refugee resettlement, war casualty, sexual exploitation and other trauma. The course will also train students in effective intervention principles that promote healing and facilitate closure to childhood traumatic experiences. Emphasis will be placed upon the exploration of holistic ministries.

EDU 5430**Authentic Assessment(3)**

This course is designed to introduce students to varying methods of assessment procedures in order for them to establish a foundation for constructing, choosing various forms of assessments, and interpreting and reporting the results in order to gauge student educational progress. Prerequisite: Admission to the M.A.T or M.Ed. program or program director approval.

EDU 5440**Teaching Bible(3)**

This course is 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. Special emphasis is placed on how to plan daily lessons following the pattern of biblical revelation and teaching with integrity.

EDU 5443**Directed Teaching in Bible(6)**

This course allows students to apply 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 the cooperating teacher and the university supervisor are required. A directed teaching fee is charged. *Prerequisites:* EDU 5453, EDU 5901 and approval of applicant for Directed Teaching in Bible.

EDU 5444**Transformational Education(3)**

This course overviews the biblical basis for spiritual transformation, the process of personal transformation along with its implications for student and staff development, the contextual factors that influence transformation in today's children and youth, and methods for facilitating spiritual development in educational settings.

EDU 5451**Methods of Teaching Bible(3)**

This course is a study of the methods of classroom instruction with specific application to using the Bible as the text. Preparation of material for teaching, including formulation of objectives, and preparing units and daily lesson plans is discussed.

EDU 5452**Student Teaching Seminar: Bible Teaching(3)**

This seminar is 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.

EDU 5453**Applied Methods of Teaching Bible(3)**

This course is a practical experience in and demonstration of principles and methods. Students complete the preparation of assigned unit for Directed Teaching in Bible.

EDU 5461**Seminar in Diagnostic Reading Instruction(2)**

This course is designed to provide procedures and material for the diagnosis, assessment and correction of reading difficulties, the evaluation of student progress and the differentiation of techniques to offer effective instruction.

EDU 5466**Seminar in Learning Disabilities(2)**

The purpose of this course is to equip educators with an overview of the field of learning disabilities. In particular, biblical and research perspectives will be presented for the process of student identification, intervention and appropriate classroom adjustments. In addition, a model of effective co-laboring will be shared in which general and special educators form a collaborative school-wide team.

EDU 5485**Education Technology(3)**

The scope of this course will be to provide the core technology knowledge and skills for the productivity and professional practice of educators. This hands-on experience will emphasize leadership role; competency in the use of information and technology tools; integration and support of technology for learning, teaching, assessment, management and operations; and responsible decision making in relationship to technology issues and trends. (Also available online.)

EDU 5515**Institutional Advancement(3)**

Today's administrator's role encompasses more than overseeing day-to-day activities of a school. They must address such complex issues as fundraising, vision casting and public relations. This course emphasizes the critical administrative processes that heads of schools must be able to effectively accomplish in order to develop and maintain a healthy school. Strategic planning, development and marketing, and financial accountability are explored in light of biblical principles. Application of every strategy to actual cases helps the students to transfer theory into practice.

EDU 5525**Law and Personnel(3)**

This course looks at the Christian school administrator's ethical and legal responsibility toward constituents, especially personnel. A broad knowledge of school law is essential for the administrator to make wise, data-enabled decisions for the school. Embedded within the study of school law is the study of the principles and practices of effective personnel administration. Case studies are used to understand and apply legal issues affecting the entire school constituency. Biblical application of all principles and practices is a key focus.

EDU 5541**Learning Environment and Classroom****Management(2)**

This course is designed to introduce a variety of class management models, with analysis and application emphases. Implications for both early childhood and elementary settings are studied. Classroom environmental arrangements, time-management factors; children of differing backgrounds and needs; mentally, emotionally, socially and/or physically disabled children; and preventive, supportive and corrective discipline are addressed. Large and small group management and components of effective physical, social, emotional, and academic learning environments are examined. *Prerequisite:* Admission to the M.A.T. program or program director approval.

EDU 5600**Teaching the Content Areas(6)**

This course introduces the knowledge, skills and dispositions related to teaching in the content areas of social studies, math, science and health. It helps students design and assess developmentally appropriate learning environments and instructional experiences; use technology resources for learning, communication and productivity; and implement national and state standards in lesson design. Preparation of lesson plans that actively involve school students in meaningful content and a focus on the ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards and state curriculum standards as well as inte-

grating biblical truth are also important parts of this course. This course and the interrelated required practicum will help students evaluate themselves as prospective discerning educators. *Prerequisite:* Admission to the M.A.T. program or program director approval.

EDU 5611**Seminar in Children's Literature(2)**

This course will examine the genre designed for children and youth, and develop instruction using this supply of materials. The students will read and review works created in different periods, written by different authors and generated for different purposes. Using children's literature in the classroom can offer the teacher and student new horizons to explore through interdisciplinary units, author studies, and appreciation of new authors and award winners alike.

EDU 5619**Teaching Literacy and Technology(6)**

This course introduces the knowledge, skills and dispositions related to teaching literacy — reading, writing, listening, speaking, viewing and visual presentations. It helps candidates build foundational knowledge of the literary process and understanding of instructional approaches, materials and assessments to support student learning through an integrated, comprehensive and balanced curriculum; use technology resources for learning, communication and productivity; examine children's literature; and accommodate individual differences particularly related to those who speak English as a second language and those at-risk. Preparation of lesson plans that actively involve students in meaningful content and a focus on the ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards and state curriculum standards as well as integrating biblical truth are also important parts of this course. This course and the interrelated, required practicum will help students evaluate themselves as prospective discerning educators. *Prerequisite:* Admission to the M.A.T. program or program director approval.

EDU 5660**Integrating Enrichment Areas(2)**

This course introduces the knowledge, skills, and dispositions related to teaching in the enrichment areas by exposing students to “hands-on” interdisciplinary experiences in art, music, and physical education. It helps students design and evaluate developmentally appropriate learning environments and instructional experiences, and implement national and state standards in lesson design. Preparation of lesson plans that actively involve school students in meaningful content and a focus on the ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards and state curriculum standards as well as integrating biblical truth are also important parts of this course. This course will help students evaluate themselves as prospective discerning educators. *Prerequisite:* Admission to the M.A.T. program or program director approval.

EDU 5711**Teaching and Assessing the Young Child(3)**

This course is designed to emphasize observation and multiple forms of assessment: connecting with children and families; implementing curriculum; and strategies, experiences, and tools for teaching and learning that promote quality experiences, appropriate materials and methods, and authentic assessment techniques that promote emergent literacy, mathematical thinking, problem solving, social/personal development, creativity, critical thinking, and learning through play and movement. Age-appropriate content areas, individualization, and integration are also addressed so that students can prepare, implement and evaluate experiences that encourage constructive development and learning for all children.

EDU 5721**Integrating the Early Childhood Curriculum(3)**

Students will study early childhood development and learning; family and community relationships; early childhood curriculums, including the interdisciplinary, thematic approaches and the standards of the early childhood profession in order to understand the needs of the young child.

Students will then be assisted to integrate their understandings to develop programs and partnerships, make informed decisions, use developmentally appropriate curriculum, materials, and methods, and create healthy and supportive environments for all children.

EDU 5810**Students with Diverse Needs(2)**

This course will expose students to various areas of exceptionality including definitions, incidence and educational needs. Regulations governing the education of the disabled, options of serving special needs and the modification of regular classrooms to accommodate exceptional children will be studied. *Prerequisite:* Admission to the M.A.T. program or program director approval.

EDU 5901**Field Experience in Bible Teaching(3)**

This course provides Bible teaching experience in a school setting and is required for all M.A. in Bible Teaching students. Bible Teaching faculty members assign and supervise the Field Experience in Bible Teaching. Weekly lessons are prepared and taught under close supervision, to prepare students for their directed student teaching. This course must be taken before EDU 5443.

EDU 5931**Student Teaching with Seminar(9)**

This course requires observation, participation and extended classroom teaching in a school under the supervision of an experienced teacher. Regular interaction includes assistance and evaluation by the university supervisor and the cooperating teacher using the South Carolina standards including ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards. A student teaching fee is charged. *Prerequisites:* Admission to the M.A.T. program, completion of all required M.A.T. program requirements, including required prerequisite Bible/Theology courses, and program director approval.

EDU 5975**Evaluative Professional Practice for Teachers(0)**

This course is required for degree and program completion. The course grade documents

whether program assessments have been passed. Passing scores for program assessments must be submitted in order to receive a passing grade. *Prerequisite:* Admission to the M.A.T. program or program director approval. Repeatable. (Grades assigned: Pass/Fail.)

EDU 6031**Curriculum, Assessment, and Administration for ELLs(3)**

This course is a study of the principles of curriculum development and assessment for language programs. The course also covers program administration and other professional issues. *Prerequisite:* Admission to the M.A. in TESOL program or program director approval.

EDU 6110**Curriculum Development and Instruction(3)**

This course is designed to assist students in developing and analyzing curriculum. Philosophies, theories and strategies will be examined in planning and developing long- and short-range units. Principles of knowledge, aesthetics and values are considered in light of teaching and learning.

EDU 6140**Connecting with Families and Communities.....(2)**

This course provides students with strategies for linking schools, families, and communities to provide integrated service delivery, for strengthening instruction with a team concept, and for connecting with families from culturally diverse backgrounds. It also provides a foundation in ethical and professional standards. *Prerequisite:* Admission to the M.A.T. program or program director approval.

EDU 6231**History and Philosophy of Education.....(3)**

This course surveys and analyzes the historical and philosophical ideas that guide educational theory and practice in schools today. The course focuses on the study of ideas and movements and their developmental effects on current educational settings in the United States. In addition, major consideration is given to Christian philosophical perspectives which are the foundation of Christian school education, with attention given to the goals of education, the nature of the learn-

er and learning, the role of the teacher, and the content of curriculum as components of educational philosophy. (Also available online.)

EDU 6410**Biblical Dynamics of Counseling(3)**

This course covers an orderly understanding of the doctrine of sanctification as related to challenges and temptations that Christian youth face. The concepts of the WFSI youth counseling model will be reviewed. Role-play and case studies will be used to increase teacher and counselor skills and understanding. Requirements are satisfied by active participation in the International Institute of Christian School Educators and an application project.

EDU 6425**Supervision of Instruction(3)**

This course will assist supervisory personnel in improving their ability to exercise effective supervision and evaluation principles. This improvement will be influenced by an understanding of biblical principles, a knowledge of related educational theory, and an opportunity to apply these principles and knowledge to specific supervisory problems and practices. (Also available online.)

EDU 6440**Teaching Reading, Writing, and Thinking in the Content Areas(3)**

This course focuses on teaching students (grades 6-12) to think critically which in turn requires students to read, write and think within their content area courses. The focus of reading instruction is often on learning to read and is practiced through reading literature as opposed to expository text where the skills are distinct and often overlooked. During this course, students will also read and write critically. Emphasis will be placed on designing instruction that integrates critical thinking and reading and writing strategies into content area instruction. Strategies leading to strategic reading and writing include inferring, synthesizing, questioning, evaluating, making connections and monitoring for meaning.

The course will be taught using learning modules that offer alternative instructional options (staff development workshops, professional conferences, independent reading, and online delivery

and forums for discussion). Each module will be competency-based and assessed through the practical demonstration of the competencies.

EDU 6480**Professional Portfolio Development(1)**

This course is designed for M.A.T. students who have successfully completed three years of teaching experience in an accredited public or private school. Under the direction of the M.A.T. program director, the student will prepare a professional portfolio to provide evidence of their professional competencies as outlined by South Carolina state standards. The evidence for competency will also include teaching evaluations, letters of reference and artifacts from prior instructional experience. *Prerequisite:* Program director approval only.

EDU 6490**Educational Research.....(3)**

This course is designed to enable students to conduct and evaluate educational research. The instruction will emphasize the major principles, methods, and procedures of research as employed by students of education. Special emphasis is given to researching educational and administrative effectiveness in the school. (Also available online.)

EDU 6610**Advanced Instructional Strategies: The Differentiated Classroom(3)**

This course addresses the concept of differentiation, which is the process of developing curriculum to meet the specific learning styles of the students within one's classroom. Students will examine strategies to develop or strengthen new thinking patterns concerning curriculum and instruction. Some topics to be discussed will be tiering, 4-MAT, learning contracts, orbitals, interest groups, and compacting.

EDU 6630**Issues in Curriculum(3)**

This course will assist school personnel in the identification, analysis and response to current issues in education. Students will examine selected issues from a variety of viewpoints and then reach a biblically integrated response and posi-

tion. Students will research issues and articulate the debate both verbally and in writing. The goal is for students to be able to publish their research or to host workshops. The professor acts as a facilitator.

EDU 6640**Issues in Guidance(3)**

This course will make wide use of the Internet resources and professional guidance and counseling journals and periodicals to survey contemporary issues in school guidance and counseling. Many of the issues reflect the felt needs that our culture presents and that grow out of post-Christian, post-modern social and moral relativism — outside and inside of the Christian family, church and school. In addition, the distinctive Christian worldview that shapes our Christian school ministry, brings other, more predictable issues to the forefront for school counselors. This course will make wide use of Internet resources and professional guidance and counseling journals and periodicals to survey contemporary issues. Students will identify biblical principles that will bear on relevant school counseling and guidance interventions at elementary, middle and/or high school levels.

EDU 6650**NILD Training Level 1(4)**

Level I is an introduction to the general field of learning disabilities and provides foundational training in the philosophy and techniques of National Institute for Learning Development (NILD) Educational Therapy. This course prepares participants to begin giving therapy as intern therapists (all educational therapists are considered interns until certification as listed on www.nild.net).

EDU 6651**NILD Training Level 2(4)**

Level II provides a review of introductory National Institute for Learning Development (NILD) Educational Therapy techniques and introduces a series of techniques for advanced therapy students. *Prerequisites:* Successful completion of the NILD Level I course, minimum experience of one year with 100 student contact hours in individual educational therapy and on-site visit if

Level I training or last on-site was more than three years prior to application (as listed on www.nild.net).

EDU 6652**NILD Training Level 3(4)**

Level III provides in-depth study of the neurological considerations of National Institute for Learning Development (NILD) Educational Therapy techniques and develops mastery skills. Prerequisites: Successful completion of NILD Levels I & II training, on-site observation after Level II and within three years of application, minimum experience of two years with 200 student contact hours in individual educational therapy and proof of participation in required sessions at the NILD regional conference of your choice (as listed on www.nild.net).

EDU 6901**Authentic Professional Experiences(1-3)**

This course provides incremental field experience in a variety of diverse early childhood and elementary classroom settings. Observation of best practice models and innovative methodologies allow candidates opportunity to see theory put into practice. There is particular focus on ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards related to classroom teaching. Length of the field experience will vary according to hours needed. A practicum fee is charged. This course is repeatable. *Prerequisite:* Admission to M.A.T. program or program director approval.

EDU 6910**TESOL Practicum(1)**

This course is designed to complement Teaching English to Speakers of Other Languages (TESOL) students' coursework experience in the English for Speakers of Other Languages (ESOL) classrooms. It engages students in observation, teaching and reflection. Students participate in the weekly practicum lab to learn how to develop lesson plans to teach listening, speaking, grammar, reading and writing at different levels. Problems and issues related to teaching as a profession and language teaching will be discussed and clarified. A course fee is charged.

EDU 6939**TESOL Internship(2)**

This course provides observation, participation, and extended classroom teaching in a K-12 school under the supervision of an experienced teacher. It will help students to transform theoretical knowledge into practical application, to have an in-depth, first-hand experience in classroom teaching and course design, to gain confidence in teaching English language and/or teaching English in content areas, and to develop a deeper understanding of cross-cultural issues. *Prerequisites:* EDU 6910 TESOL Practicum and permission of instructor. A course fee is charged.

EDU 6940**Internship in Educational Administration(2-6)**

This on-the-job experience enables the administration student to gain practical experience working alongside an experienced "mentor." Opportunity is afforded to be a participant in the actual job of a school administrator. *Prerequisite:* Program director approval. (Offered on request.)

EDU 6950**Faculty Directed Study in Education(1-6)**

This course is available by special arrangement with instructor. Certain prerequisites may apply. Certain course fees and/or additional assessment expenses may be required. *Prerequisite:* Program director approval. (Offered on request.)

EDU 7300**Biblical Foundations for Curriculum(3)**

This course will enable both teachers and administrators to use the Bible as their primary document for curriculum and instructional design. Students will learn to utilize basic hermeneutical principles when integrating faith and learning, design biblically-integrated instruction, write biblical standards and objectives, and teach Christian critical thinking and worldview. Products from the course will include a comprehensive list of biblical standards for education, a list of Christian critical thinking skills, a knowledge of models for biblical integration and examples of integrated lessons. (Also available online.)

EDU 7340**Spiritual Formation in Higher Education(3)**

This course studies biblical principles guiding spiritual development with particular application to students in different educational settings. It addresses the challenge of integrating head and heart, thinking and spiritual life, and intellectual work and prayer. Examples of philosophies and programs aimed at students' spiritual growth are examined. Students synthesize learning into practical models for effective implementation in their institutions.

EDU 7400**Advanced Instructional Design(3)**

This course provides a theoretical and practical framework for creating effective instruction. Beginning with a study of human learning, a procedure for planning, delivering and evaluating instruction will be presented and practiced through hands-on activities. Emphasis will be on determining goals (including those in the cognitive, psychomotor, spiritual, affective domains), identifying appropriate resources and strategies to reach those goals, and evaluating the ultimate achievement of the goals.

EDU 7960**Professional Project(2-6)**

Provides an opportunity to design and develop an idea resulting in a tangible product, innovative curriculum, improved management system or other unique addition to the field of education. Project proposal must include clear statements concerning outcomes, benefits to setting, defined procedures, timetable and assessment procedures. *Prerequisite:* Approval of program director.

EDU 9010**Seminar in Core Values(0)**

This one-day course introduces students to the place of core values in an educational institution by presenting CIU's five core values of (1) Authority of Scripture, (2) Victorious Christian Living, (3) World Evangelization, (4) Evangelical Unity, and (5) Prayer & Faith. Presentations are given by CIU faculty and administration members. (Grade assigned: Satisfactory/Unsatisfactory.)

EDU 9060**Leadership and Conflict Transformation in Intercultural Contexts.....(3)**

This course focuses on leadership competencies needed to manage conflict situations in intercultural institutions. It addresses issues such as teacher-student relations, relations among leadership and staff, as well as cooperation of expatriate missionaries with indigenous colleagues and students. Drawing from biblical resources as well as from conflict transformation theories, the course will study topics such as conflict prevention, supporting an institutional culture which deals constructively with conflicts, as well as conflict transformation. (Taught in Korntal, Germany, in German.)

EDU 9150**Contextualizing Christian Education in Diverse Settings(3)**

This course examines philosophical, sociological, religious and cultural variables which impact Christian schooling in contemporary culture. Attention is given to diverse environments in which Christian education occurs, including urban settings and culturally/linguistically diverse (international) arenas. Biblical principles relevant to transcultural relationships are studied, along with models of successful Christian schooling in these settings. Students will address the Christian school mission and educational emphases which are needed in light of the current and future societal environment. (Offered on request; minimum of five students.)

EDU 9200**Historical and Philosophical Perspectives on Education(3)**

This course surveys and analyzes the historical and philosophical ideas that guide educational theory and practice in schools today. The course focuses on the study of nations, leaders, ideas and movements and their developmental effects on current educational settings in the United States. In addition, Christian philosophical perspectives which are the foundation of Christian education are examined. (Offered only online.)

EDU 9209**Theological and Pedagogical Foundations of Theological Education(3)**

This course provides an overview of biblical, historical and contemporary educational theories and models. An emphasis will be on theological education, as well as the paradigmatic changes of the last 50 years in innovative and alternative educational forms. This is taught from the perspective of missions and the global church. The integration of theory and practice will take a central position. The topics addressed are:

1. A theology of theological education.
2. Western educational theories and models and the challenge to the worldwide church.
3. The paradigm change in theological education.
4. Alternative models of theological education: their opportunities and limits.
5. Moving toward a mission-oriented theological education.
6. Integration of theory and practice.

(Taught in Korntal, Germany, in German.)

EDU 9300**Biblical Foundations for Curriculum and Pedagogy(3)**

This course will enable educators to use the Bible as their primary document for curriculum and instructional design. Students will learn to utilize basic hermeneutical principles when integrating faith and learning, design biblically integrated instruction, write biblical standards and objectives, and teach Christian critical thinking and worldview. Products from the course will include a comprehensive list of biblical standards for education, a list of Christian critical thinking skills, a knowledge of models for biblical integration and examples of integrated lessons. (Offered only online.)

EDU 9310**Curriculum Theory and Design(3)**

This course provides theoretical frameworks for evaluating and developing effective courses of study in different educational settings. Curricular emphases throughout history, philosophies, theo-

ries and strategies will be examined in planning and developing long- and short-range units. Included are such topics as curriculum theory, formation of educational goals, definition of educational content, formation of educational processes and program development implementation. (Also taught in Korntal, Germany, in English.)

EDU 9320**Teaching and Learning Theory.....(3)**

This course compares various pedagogical models and their accompanying assumptions about the nature of learning. At the same time, biblical perspectives on teaching and learning are integrated into an understanding of effective, differentiated instruction. Students will gain a deeper understanding of learning processes and their relevance in different educational and cultural settings. (Offered only online.)

EDU 9330**Measurement and Assessment Theory(3)**

This course examines important components of measurement and assessment theory as they relate to program development and student assessment on an institution-wide basis. (Offered on request; minimum of five students.)

EDU 9340**Spiritual Formation in Educational Institutions(3)**

This course studies biblical principles guiding spiritual development with particular application to students in different educational settings. It addresses the challenge of integrating head and heart, thinking and spiritual life, and intellectual work and prayer. Examples of philosophies and programs aimed at students' spiritual growth are examined. Students synthesize learning into practical models for effective implementation in their institutions. (Also taught in Korntal, Germany, in German.)

EDU 9350**Models of Effective Instruction(3)**

This course enables practitioners to explore various instructional strategies that reflect current best practice. Students will learn to implement instructional models and to provide training for others in the use of the models. Students will

examine philosophies that underlie each model and will analyze them in light of biblical principles. (Offered on request; minimum of five students.)

EDU 9359**Theological Education as Adult Education(3)**

Traditional educational models are normally based on pedagogical assumptions adequate for children in the initial phase of education. Theological education increasingly has to do with adult persons with considerable life and work experience. In this course students will learn how to apply principles of adult education to theological education. (Taught in Korntal, Germany, in English.)

EDU 9360**Contemporary Innovations in Curriculum and Instruction.....(3)**

This course examines concepts and data about contemporary systems for delivering instruction. Major emphasis is placed on the development and implementation of online instruction.

EDU 9370 Curriculum and Culture: Historical Perspectives(3)

This course examines the roots of curriculum study by tracing the relationship of curriculum theory to the dominating philosophies of each culture. Once students develop an understanding of curriculum's connection to culture, they will be equipped to effectively analyze the foundational assumptions of multiple curriculum theories advocated by current practitioners. Students will gain competence in leading teachers to recognize the "hidden curriculum" within published textbooks and curriculum models. Students will evaluate the utility of various theories in light of biblical principles. (Offered on request; minimum of five students.)

EDU 9380 Instructional Design(3)

This course equips students with the skills to design and write curriculum. Basic instructional design theory principles will form the foundation for developing curriculum from the topic level to the course level. Skills acquired in this course will enable students to design courses for local use or for publication as textbooks. (Offered on request; minimum of five students.)

EDU 9410**Information and Communication****Technology in Education(3)**

This course will provide students with knowledge of the technology available to build systems useful in educational institutions and will show how technology is used to create a systems architecture that meets the information processing needs of schools, colleges and other educational endeavors. Students will also learn how to apply the possibilities for globalized data searches and communication in pedagogically responsible and relevant ways. (Offered on request; minimum of five students.)

EDU 9429**Leadership for Learning Resources.....(3)**

The preparation of lesson resources and study material is a critical factor in the educational process, especially in those contexts where there is limited access to literature and teaching material. In this course, students will learn to prepare context-relevant resources and how to create appropriate study materials. (Taught in Korntal, Germany, in English.)

EDU 9510**Biblical Leadership(3)**

Educational leadership, based on Judeo-Christian ethics and core values, is assessed and developed. An analysis of biblical, historical and contemporary leadership models provides the framework for personal leadership formation. (Offered only online.)

EDU 9515**Leadership and Organizational Behavior(3)**

This course examines the relationship dynamics which occur in organizations between leaders and followers, and between work groups in light of biblical principles. Attention is given to theories of effective leadership, motivation, decision making, organizational change and organizational systems with applications for diverse and cross-cultural settings.

EDU 9520**Leading, Developing and Evaluating Faculty**

This course investigates the dynamics of developing instructional leadership in Christian educa-

tional institutions that lead to lasting leadership principles and strategies, techniques of working with teachers, and focus on growth in student learning. (Offered only online.)

EDU 9525**Principles of Organizational Team Building(3)**

This course examines models and strategies for building team unity within organizations. Biblical principles, the role of leadership, new team development, inter-group relations, large group interventions and goal setting are studied. (Also taught in Korntal, Germany, in English.)

EDU 9535**Governance and Management in Educational Institutions(3)**

This course examines the biblical foundations for policies, organizational structures and relationships necessary for effective functioning of institutional governing boards, presidents/headmasters and vice presidents/deans of educational institutions in various cultural contexts.

Consideration is also given to the role of faculty in institutional and academic governance. (Offered on request; minimum of five students. Also taught in Korntal, Germany, in English.)

EDU 9540**Models of Strategic Planning and Organizational Assessment.....(3)**

This course examines various models for conducting strategic planning and for assessing the effectiveness of organizations in accomplishment of their missions. Special attention is given to linking mission, vision, goals, planning, budgeting and assessment in Christian educational institutions.

EDU 9545**Alternative Educational Delivery Systems.....(3)**

This course involves study and analysis of non-traditional strategies for ministry preparation. Students examine various delivery systems such as technology-mediated learning, modular course formats, cohorts, collaboration with local churches, mentoring, internships, and so forth. (Offered on request; minimum of five students. Also taught in Korntal, Germany, in English.)

EDU 9549**Program Evaluation, Quality Management and Accreditation(3)**

In this course students learn to constructively employ tools for evaluation and quality management in program development. Foundational knowledge for initiation and execution of quality management in the area of education will be learned and reflected upon in light of theological education. In addition, opportunities and limits of accreditation procedures will be discussed. (Taught in Korntal, Germany, in German.)

EDU 9550**The Legal Environment and the Christian School....(3)**

This course examines the philosophies and trends which have surfaced through court decisions and legislation relating to education in general, and private or sectarian education in particular. The implications for Christian school practice are reviewed. (Offered on request; minimum of five students.)

EDU 9555**Development and Finance in Educational Institutions(3)**

This course addresses various philosophies and approaches for building strong public relations programs and for generating capital growth. It also examines financial resource management concepts and analytical skills for generating principle-driven business decisions.

EDU 9559**Competencies-Oriented Theological Education(3)**

Development and promotion of key competencies are central for contemporary education. They have to do with both career independent, transferable meta-competences as well as career specific competencies — in this case of theological education, for missionary and pastoral ministry. This course provides the foundational knowledge and the tools to design competence-oriented educational processes. In this context the students will be introduced to the concepts of supervision, coaching and mentoring as instruments of theological education. (Taught in Korntal, Germany, in German.)

EDU 9600**Research Statistics Competency(0)**

This not-for-credit course serves as a prerequisite for EDU 9610. Grading is S (Satisfactory) or U (Unsatisfactory). To receive an “S” the student must show foundational proficiencies in descriptive and inferential statistics with an emphasis on demonstrating a working knowledge of the forms of data, decision rules for determining when to use a specific statistic and properly interpreting statistical results in order to enroll in EDU 9610. These proficiencies may be shown by either (a) obtaining a score of 80% (or above) on the CIU Ed.D. Statistical Proficiency Exam or (b) presenting a transcript showing a basic statistics course having been passed with a grade of C or higher within the last five years prior to enrolling in EDU 9610. **Note:** Students in the Leadership in International Theological concentration must take EDU 9601, EDU 9602, and EDU 9603 instead of EDU 9600.

EDU 9601**Research for Methods in Theological Education I ..(1)**

This course introduces students to practice-oriented and literature-based research, equipping them with the logic, design, methods, and execution of practice-oriented and practice-based research necessary for doctoral level study. (Taught in Korntal, Germany in German.)

EDU 9602**Research for Methods in Theological Education II ..(1)**

This course introduces students to social science research, field research and empirical research, equipping them with the logic, design, methods, and execution of practice-oriented and practice-based research necessary for doctoral level study. (Taught in Korntal, Germany, in German.)

EDU 9603**Research for Methods in Theological Education III(1)**

This course introduces students to developing research designs and producing research project proposals as a means of equipping them with the logic, design, methods, and execution of practice-oriented and practice-based research necessary for doctoral level study. (Taught in Korntal, Germany, in German.)

EDU 9610**Advanced Educational Research Design(3)**

This course equips students with the research tools required to design the study of a doctoral dissertation topic. It prepares students to select a topic, review literature, design a study, collect quantitative data, analyze and interpret data, and report and evaluate research. Emphasis is on quantitative studies including experimental, quasi-experimental, correlational and survey designs. *Prerequisite:* EDU 9600 or EDU 9601/9602/9603.

EDU 9620**Qualitative Research(3)**

This course is designed to equip students to construct and implement qualitative research designs. The various types of qualitative approaches are studied, as well as data collection and analysis methods. *Prerequisite:* EDU 9610.

EDU 9630**Research and Authorship for Publication(3)**

This course equips the candidate to assimilate research findings and to prepare research reports suitable for publication in peer-reviewed journals or non-refereed publications. *Prerequisite:* EDU 9620.

EDU 9690**Portfolio and Qualifying Exam Competencies(0)**

To satisfy the requirements of this course, students must demonstrate “acceptable” competency on each of five (5) portfolio artifacts specified in the Portfolio Manual and on each of six (6) qualifying exam questions specified in the Qualifying Examination Manual. Each of the competencies will be evaluated by faculty in accordance with procedures contained in the manuals. (Grade assigned: Satisfactory/ Unsatisfactory.)

Note: Students in the Leadership in International Theological Education concentration satisfy the portfolio requirement through an integrative essay.

EDU 9700**Doctoral Dissertation(12)**

In this course the candidate implements the research proposal developed in the applied research courses. A full research report (dissertation) is written and orally defended before a panel of faculty.

EDU 9950**Faculty Directed Study in Education(1-3)**

This course is available by special arrangement with instructor. Certain prerequisites may apply. Certain course fees and/or additional assessment expenses may be required. *Prerequisite:* Program director approval. (Offered on request.)

INTERCULTURAL STUDIES

ICS 5010

Introduction to World Religions(3)

You will survey the origins, beliefs, practices, impact and folk expressions of major world religions such as Hinduism, Buddhism and Islam. You will evaluate the status of each religion in reference to Christian missions.

ICS 5031

The Mission of God(3)

You will study the mission of God as it is revealed in the Bible and throughout history. You will compare and evaluate principles, dynamics, philosophies and practices of cross-cultural missions. You will grow in your ability to share the gospel with individuals from cultures other than your own.

ICS 5046

Principles of Language Learning(3)

This course will train you in effective principles of language learning emphasizing Learning Acquisition Made Practical (LAMP), Total Physical Response (TPR) and phonetics. The goal is to provide you with the knowledge needed to learn a new language in any context.

ICS 5050

Perspectives on the World Christian Movement(3)

This course will introduce you to the biblical, historical, cross-cultural and strategic aspects of international missions as seen and experienced by missions practitioners and instructors. (Can be used as elective credit. Does not count toward residence requirements. Does not count toward financial aid eligibility.)

ICS 6020

History of Missions(3)

In this course you will survey the expansion of Christianity with an emphasis on the cultural and strategic dimensions of its growth. Special attention will be given to factors arising during the post-Reformation era which have influenced the development of Christian missions.

ICS 6024

Understanding Cultures and Worldviews(3)

The course will enable you to understand the worldview assumptions which are foundational to a person's belief systems and behavior patterns. You will analyze the culture and worldview of an ethno-linguistic or socio-economic grouping of people from a biblical worldview perspective. You will also consider elements of biblical contextualization. *Prerequisite:* BIB 5410; ICS/MIS 5031, or ICS/MIS 5050, or equivalent. (Also offered online.)

ICS 6040

Cultural Anthropology(3)

This course will introduce you to the discipline of cultural anthropology and the study of other cultures. You will learn concepts and field methods which will help you acquire an understanding of the society, culture and customs of the people God has called you to reach.

ICS 6043

Tentmaking Strategies for the 10/40 Window(3)

This course will help you understand the scope of tentmaking, and will demonstrate biblically and historically that the opportunities for church planting via tentmaking entry strategies are limitless. Through numerous case studies, mostly taken from Muslim settings, you will explore the growing need for tentmakers to plant churches among the least-reached people groups.

ICS 6046

Folk Religion(3)

The dynamics of humankind's religious experience as influenced by supernatural powers and spirits will be reviewed, described, evaluated and contrasted with biblical teaching and practice. You will study the widespread beliefs and practices associated with the occult in its various expressions, and the impact of the occult on humankind individually and socio-culturally. The goal is to help you develop an awareness of the activities of the powers of darkness and a strategy for responding to these activities with biblical "spiritual warfare" principles. (Also offered online.)

ICS 6092

Strategy for Kingdom Advance(3)

This course will give you a fresh perspective on missiology and the changing globe with special attention to your own area(s) of particular interest. You will examine specific strategies and issues in missions, and you will think strategically about your own vision and planning. You will create and evaluate your own life path as you receive input

from your classmates and the global connections of the instructor.

ICS 6950

Faculty Directed Study in Intercultural Studies(1-3)

A faculty member will direct your study as you participate in a seminar or pursue research in an area of special interest. (Offered on request.)

LINGUISTICS

LNG 5040

Methods and Techniques of Teaching Listening, Speaking & Pronunciation.....(3)

This course explores alternative methods and techniques for teaching listening, speaking and pronunciation to English Language Learners (ELLs) at various levels of Second Language Acquisition (SLA). It includes theoretical foundations. Students will design their own lesson plans that are contextually applicable in a variety of instructional settings.

LNG 5041

Introduction to Language Learning(3)

This is an introductory course in language learning, designed primarily for missionaries. Using the Brewsters' LAMP method (Language Acquisition Made Practical), the course involves building skills needed to create a personalized, non-classroom based, language-learning program. Also are included strategies for traditional classroom-based programs and specific training in articulatory phonetics. Because of the essential field work component, this course is not recommended for audit.

LNG 5045

Methods and Techniques of Teaching Reading, Writing & Grammar.....(3)

This course explores alternative methods and techniques for teaching reading, writing and grammar to English Language Learners (ELLs) at various levels of Second Language Acquisition (SLA). It also examines the principles and processes of English to Speakers of Other Languages (ESOL) reading and writing as well as pedagogical theories and relevant materials for ELLs. Students will design their own lesson plans that are contextually applicable in a variety of instructional settings.

LNG 5710

Theoretical Foundations of Language Teaching(3)

This course is an introduction to the principles and practices of English language teaching. We examine the theories and practices of language

teaching and learning in general and English language teaching and learning in particular, focusing on the adult learner.

LNG 5720

Linguistics 1: Phonetics, Phonology & Morphology(3)

This course is a survey of phonetics (the study of speech sounds), phonology (the sound systems of individual languages) and morphology (the origin and structure of words). The approach is practical, emphasizing problem solving and providing the skills needed for analyzing the structure of English and other languages.

LNG 5730

Linguistics 2: Semantics, Pragmatics & Sociolinguistics(3)

This course is a survey of semantics (how words and sentences make meaning), pragmatics (language in its context) and sociolinguistics (language in society). The approach is practical, emphasizing problem solving, and providing the skills needed for analyzing the structure of English and other languages.

LNG 6650

English Syntax(3)

This course is a detailed study of the structure of English, especially designed for the teacher of English as a second language, with special attention to making the aspects of grammar teachable.

LNG 6905 TEFL Practicum(5)

This course is designed to enable Teaching English as a Foreign Language/Intercultural Studies (TEFL/ICS) students to complement their coursework with experience in the English as a Second Language (ESL) classroom. Students attend weekly classes, observe experienced ESL teachers, tutor non-native speakers, write lesson plans and teach ESL classes under the supervision of CIU faculty. These placements are designed to provide students with opportunities to develop their teaching and ministry skills in a supportive environment. Students must receive a satisfactory grade in these courses in order to register for LNG 7970 TEFL Internship. Course is repeatable.

Course Descriptions (Linguistics) *continued...***LNG 6950****Faculty Directed Study in Linguistics(1-3)**

Available by special arrangement with instructor.
Consult with academic advisor. (Offered on request.)

LNG 7970**TEFL Internship(2)**

This course provides an off-campus, intensive experience in Teaching English as a Foreign Language (TEFL). It helps students to develop skills and techniques in teaching English while applying language teaching theory and principles.
Prerequisites: All coursework for M.A. in TEFL/ICS and permission of instructor.

THEOLOGY

THE 5550

Principles of the Christian Life(3)

This course is a study of the most important theme known to humankind — knowing God. A biblical theology of sanctification will provide the foundational principles for living the Christian life — both personal and social. Personal issues such as spiritual growth, temptation, the function of the Law, the means of grace and the character of faith will be examined. Varying viewpoints among Christians will be noted. The course also considers the biblical approach to such social aspects of sanctification as life and death, war and peace, church and state, wealth and poverty, and race questions. The goal of the course is to discover how God has planned to remake us like Christ, and to commit ourselves to godliness in today's world. (Offered online only.)

THE 6310

Systematic Theology 1(3)

In this course you will explore the major divisions of theology (Prolegomena), the doctrine of the Bible (Bibliology), the doctrine of God (Theology Proper), the doctrine of Christ (Christology) and

the doctrine of last things (Eschatology). You will gain experience in integrating what you learn into real world situations and in understanding how theological concepts are expressed differently across cultures. (Also offered online.)

THE 6320

Systematic Theology 2(3)

In this course you will explore areas of theology that relate to, and serve as the foundation for the sanctification and Christian growth of the believer. Areas studied will include the doctrine of man (Anthropology), the doctrine of sin (Hamartiology), the doctrine of salvation (Soteriology), the doctrine of the Holy Spirit (Pneumatology) and the doctrine of church (Ecclesiology). The course particularly focuses on God's plan for transforming you into Christ's likeness and helping you experience godly living in today's world. (Also offered online.)

THE 6950

Faculty Directed Study in Theology(1-3)

Available by special arrangement with instructor. Consult with academic advisor. (Offered on request.)

Leadership and Faculty

RESIDENT FACULTY – College of Counseling

Mark Bolte, Psy.D.

Counseling

B.A., Tennessee Temple University; M.S., Loyola College; Psy.D., Florida Tech

Leah Herod, Ph.D.

Director of Professional Relations

Counseling

B.A., The University of Alabama; M.S., Auburn University; Ph.D., Auburn University

James E. Lanpher

Provost & Sr. Vice President for Academic and Student Affairs

B.S., Georgetown University; M.Div., Alliance Theological Seminary; M.A., Ph.D., University of Notre Dame

Dennis Morgan, Psy.D.

Counseling

B.S., Abilene Christian University; M.A., Rosemead School of Psychology, Biola University; M.A.T.S., Reformed Theological Seminary; Psy.D. Rosemead School of Psychology

Harvey Payne, Psy.D.

Dean, College of Counseling

Counseling

B.S., Lancaster Bible College; M.A. in Counseling, Denver Seminary; Psy.D., Massachusetts School of Professional Psychology

Larry R. Wagner, Ph.D.

Counseling

B.A., Wheaton College; M.Ed., George Mason University; Ph.D., Texas A&M

Cathy Warn, M.A., LPCS, LMFTS

Director of Training

Counseling

B.A., Montreat College; M.A., Gordon-Conwell Theological Seminary

ADJUNCT FACULTY – College of Counseling

Tom Barbian, M.S., LPCS

Counseling

B.A., Southern California College; M.S.,
California Lutheran University

Charles Koestline, M.A., LPCS, LMFT

Counseling

B.A., Suffolk University; M.A., Miami University

Allan D. McKechnie, D.Min.

Pastoral Counseling

B.B.E., Columbia Bible College; M.Div.,
Trinity Evangelical Divinity School; D.Min.,
Bethel Seminary

Rhonda Pruitt, M.A., LPCS

Pastoral Member Care and Counseling

B.S., Holmes College; M.A., Columbia Biblical
Seminary; M.A., Regent University

RESIDENT FACULTY – College of Education

Anita Cooper, Ph.D.

Director of M.A. in Bible Teaching Program

Bible Teaching

B.S., Columbia Bible College (now Columbia International University); M.Ed., Reformed Theological Seminary; Ph.D., University of South Carolina

Michael R. Galdamez, M.Div.

Bible Teaching, Bible

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Provost & Sr. Vice President for Academic and Student Affairs

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Professor Emeritus

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B.S., Houghton College; Ed.M., Temple University; Ed.D., University of South Carolina

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B.A., Florida Bible College; M.S., Nova Southeastern University; Ed.D., University of Central Florida

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Dean, College of Education

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Director of Professional Education Field Experiences

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Milton Uecker, Ed.D.

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Education

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James Watson, Ph.D.

Education

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Education, Teaching English to Speakers of Other Languages

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Mickey Bowdon, M.Ed.

Education

B.S. Cumberland College; M.Ed., Memphis State University

Gordon Brown, Ed.D.

Education

B.A., Wheaton College; M.A.T., Rollins College; Ed.D., University of Miami

John L. Cooley, Ph.D.

Education

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Ollie Gibbs, Ed.D.

Education

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Richard Horne, D.Min.

Education

B.S., Philadelphia College of Bible; M.Div., Reformed Episcopal Seminary; M.Ed., West Chester State University; D.Min., Westminster Theological Seminary

Ronald Kroll, Ed.D.

Education

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Education

B.A., University of North Carolina-Chapel Hill; M.Ed., University of North Carolina-Greensboro

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Education

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Vicki Wolfe, Ed.D.

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B.A., Southeastern Bible College; M.Ed., Southern University, A&M; Ed.D., University of Tennessee

RESIDENT FACULTY – College of Intercultural Studies

Mike Barnett, Ph.D.

Dean, College of Intercultural Studies

Elmer V. Thompson Chair of Missionary Church
Planting

Church Planting, Church History

B.A., University of Houston; M. Div., Ph.D.,
Southwestern Baptist Theological Seminary

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University, Sweden

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Theological Seminary

Ed Smither, Ph.D.

Intercultural Studies

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Theological Seminary; M.Div., Liberty Baptist
Theological Seminary; Ph.D., University of Wales;
Ph.D., University of Pretoria

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Director of Athletics

Kim Abbott

Calendar

2012-13 ACADEMIC CALENDAR

AUGUST

Aug. 15-19	Undergraduate Programs - Connect: CIU/Welcome Week Begins
Aug. 19	Returning Students Arrive; First Meal: Dinner
Aug. 21	CIU Classes Begin
Aug. 22	Seminary and Graduate School Orientation
Aug. 23	Convocation 10:50 a.m.

SEPTEMBER

Sept. 3	Labor Day - CIU Closed
Sept. 11-17	CIU Homecoming
Sept. 11-14	Christian Life Conference (Prayer Day Thursday)
Sept. 13	Prayer Day (Evening classes meet as usual)

OCTOBER

Oct. 2	Prayer Day
Oct. 4-5	CIU Board of Trustees Meeting
Oct. 12-15	Fall Break
Oct. 19	Seminary/Graduate Programs Preview Day

NOVEMBER

Nov. 7	Prayer Day
Nov. 19-26	Thanksgiving Break: Last Meal Sat. Breakfast; First Meal Mon. Lunch
Nov. 22 -23	Thanksgiving Holiday - CIU Closed

DECEMBER

Dec. 13	Graduate Banquet 5:30 p.m.
Dec. 14	CIU Last Day of Semester
Dec. 14	CIU Commencement
Dec. 15	CIU Residences Close; Last Meal: Breakfast
Dec. 24- Jan. 1	Holiday Closings

JANUARY

WINTERIM

Jan. 14	Winter Session Begins; First Meal: Lunch Winter Session Enrollments (First Monday of each Session)
Jan. 25	Winter Session Ends

SPRING SEMESTER

Jan. 20	Entering Undergraduate Students Arrive/Orientation; First Meal: Lunch
Jan. 21	Martin Luther King Day - CIU Closed
Jan. 21	Undergraduate Orientation
Jan. 21	Residences Open/Returning Undergraduate Students
Jan. 22	Undergraduate Classes Begin
Jan. 28	Entering Seminary and Graduate Students Arrive/Orientation/Enrollment
Jan. 29	Seminary and Graduate Classes Begin

FEBRUARY

Feb. 6-8	CIU Board of Trustees Meet
Feb. 26- March 1	World Christian Week (Prayer Day: Thursday)

MARCH

March 16-25	Spring Break; Last & First Meals: Dinner
March 29	Good Friday, CIU Closed

APRIL

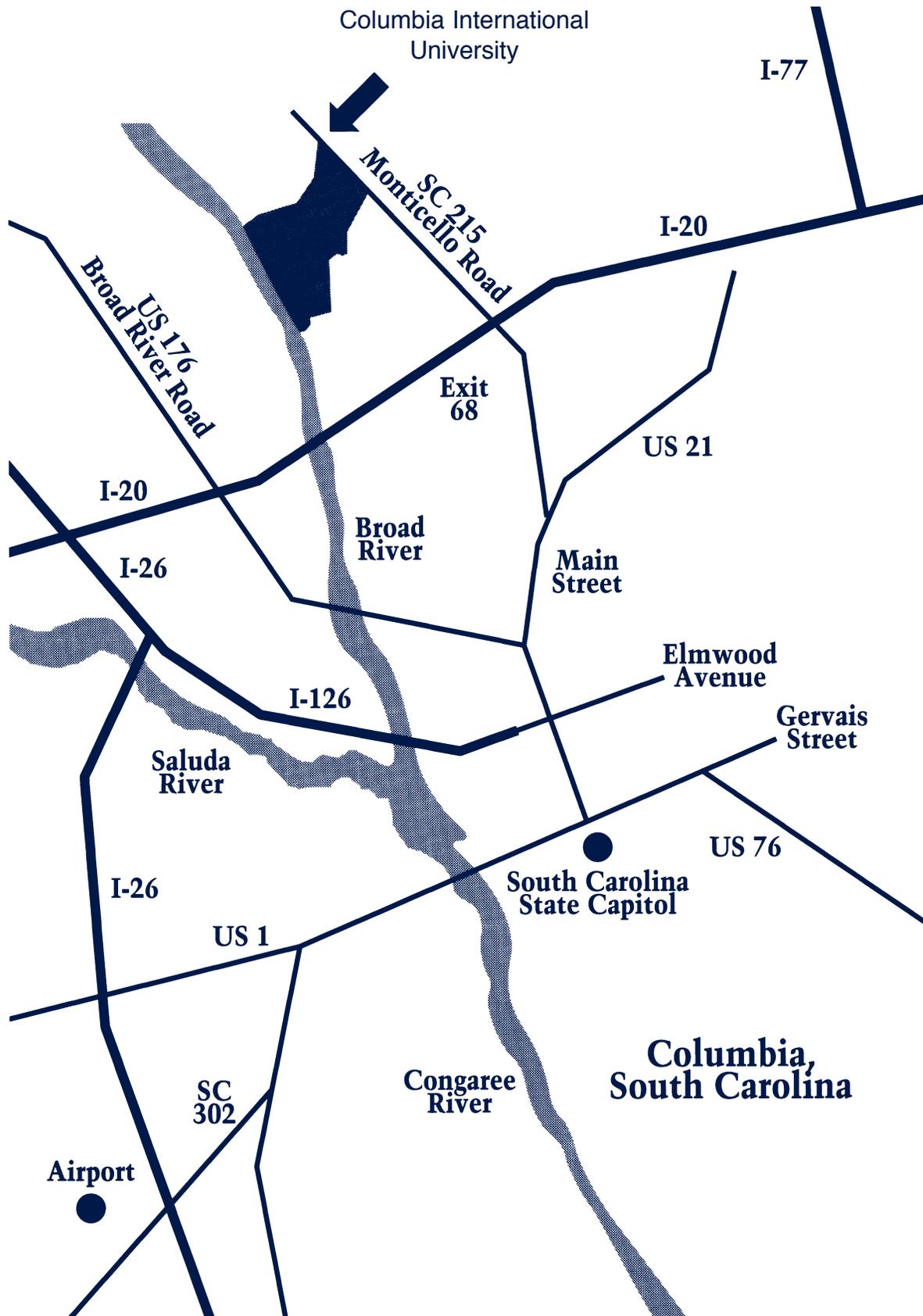
April 9	Prayer Day
April 19	Seminary/Graduate Programs Preview Day

MAY

May 1	Prayer Day
May 2-3	CIU Board of Trustees Meet
May 17	CIU Last Day of Classes
May 17	CIU Graduate Banquets (evening)
May 18	CIU Commencements; Seminary/Grad 8:30 a.m., Undergrad 11:30 a.m.
May 18	CIU Residences Close 10:00 a.m.; Last Meal: Breakfast

Maps

DIRECTIONS TO CIU MAIN CAMPUS





Columbia International University

Undergraduate • Graduate • Seminary
Ben Lippen School • 89.7 WMHK • New Life 91.9



1. McQuilkin Administration Building

- Accounting/Cashier
- Admissions
- Career Services
- Registrar
- President's Office
- Student Financial Services

2. Fisher Classroom Building

- Dean - Arts & Sciences
- Dean - Intercultural Studies

3. Alumni Ministry Center

4. Victory Prayer Towers

5. Shortess Chapel

6. Business Services

- Copy Center

7. Physical Plant

8. East Residence Hall

9. Memorial Residence Hall

10. West Residence Hall

11. Pine View Apartments

12. Rossi Student Center

- Bookstore
- Dining Room
- Post Office
- Student Life Office

13. Lake and Hiking Trails

14. Ridderhof Building

- Computer Lab
- Distance Ed & Media Dev
- Hoke Auditorium
- 89.7 WMHK Radio
- Security

15. G. Allen Fleece Library

16. Walker Residence Hall

17. Founders Residence Hall

- Health Services

19. Moore Fitness Center

20. McQuilkin Classroom Building

- Marketing
- Pamplin Auditorium

21. Schuster Classroom Building

- Dean - Counseling
- Dean - Education
- Dean - Seminary

To Ben Lippen School

To Monticello Road